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ABSTRACT

This comprehensive report details the activities of a study which investigated public, public secondary school, community college, academic, state institutional, and state library agencies, in order to: (1) assess the current status of libraries in literacy education; (2) determine an expanded role for libraries in literacy education; and (3) identify library literacy programs that could serve as models. The report contains an overview of the current status of literacy services in libraries based on a literature review (chapter 1); descriptions of the methodology and results of the library surveys, which sought information on the involvement of each type of library in literacy education (chapters 2-6); and eight case studies of model programs (chapter 7). Eight observations based on the findings of the surveys and the case studies conclude the report: (1) library involvement in literacy varies greatly; (2) illiteracy will not be acted on if it is not seen; (3) literacy activities fit into a constellation of library services; (4) library literacy activities fit into a context of community service; (5) literacy services may not be institutionalized in the library; (6) volunteers are key personnel; (7) evaluation is a critical area for development; and (8) libraries are finding their place in the literacy effort. Four appendixes contain a 151-item bibliography of the literature on libraries and literacy education; a list of project references; survey cover letters and questionnaires; and a site visit interview schedule. (CGD)

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LIBRARIES AND LITERACY EDUCATION:

COMPREHENSIVE SURVEY REPORT

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May, 1988

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COMPREHENSIVE SURVEY REPORT

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EXECUTIVE SUMMARY

INTRODUCTION

In January 1986, the U.S. Department of Education awarded a contract to the University of Wisconsin—Madison School of Library and Information Studies to study libraries and literacy education. The purposes of the study were:

1) to assess the current status of libraries in literacy education,
2) to determine an expanded role for libraries in literacy education, and
3) to identify library literacy programs that could serve as models.

Several types of libraries were studied: public, public secondary school, community college, academic, and state institutional. State library agencies were also studied.

Three primary tasks were conducted. First, based on a review of literature from 1979 to 1987, a written summary of the state-of-the-art in library literacy services was prepared (See Chapter 1.). Second, the libraries listed above were surveyed regarding their involvement in literacy education (See Chapters 2 to 6.). Third, case studies of model programs were conducted (See Chapter 7.). Within these three major tasks, the following activities were conducted:

1) State of the art paper

   Literature review conducted
   Preparation of paper and bibliography
   Review by USDOE staff, advisory group, and project consultants.
   Revision and updates of paper and bibliography

2) Surveys

   Definition of literacy education developed
   Survey instruments drafted, one for each type of library and one for program characteristics
   Pretest of questionnaires
   Identification of universes and samples selected
   Revision of instruments based on pretests
   Submission of survey package to FEDAC/OMB for data collection clearance
   Final revision of questionnaires
   Data collection and data analysis

3) Case Studies

Candidate list (from literature and nomination) developed

Nomination of cited programs to USDOE

Site visit interview schedule developed and pretested

Case studies conducted

Details on each of these activities are provided in the comprehensive report. The final comprehensive report was prepared by the project investigators with the advice and editorial assistance of the advisory committee, project consultants, and U.S. Department of Education Staff.

Investigators for the project were Jane Robbins and Douglas Zweizig, co-principal investigators, and Debra Wilcox Johnson, project coordinator. The project also used the expertise of two consultants, Alan B. Knox (Professor, Department of Continuing and Vocational Education, University of Wisconsin—Madison) and Helen H. Lyman (Adjunct Professor, School of Library and Information Studies , State University of New York—Buffalo and Professor emeritus, School of Library and Information Studies, University of Wisconsin—Madison).

An advisory group met twice during the project (February 1986 and October 1987) and responded in writing throughout the project. The advisory group members were: David Carr, Associate Professor, Rutgers; Jinx Crouch, Director, Literacy Volunteers of America; Jim Nelson, State Librarian and Commissioner, Kentucky Department for Libraries and Archives; Roberta Luther O'Brien, Head Librarian, Greenhill School, Dallas, Texas; and Roger Parent, American Library Association. Yvonne Carter, U.S. Department of Education, Office of Educational Research and Improvement, Library Programs, was the project liaison.

RECENT LITERATURE ON LITERACY, 1980-1986

Library involvement in literacy activities spans a century of educational services offered by libraries. Lyman (1979) reported an increase of activities in the 1970s and predicts for the future "continuing developments in the library world's involvement in literacy education" (p. 213). This section examines the status of library involvement in literacy education during 1980-1986 as described in the literature of that period. (A bibliography of the literature for this review can be found in Appendix Aof the Comprehensive Report.) Literacy for adults is defined here as sufficient reading, writing, speaking, and math skills for coping with everyday situations. A more detailed definition is provided in the next section.

A review of the literature for the period 1980-1986 shows:

- public libraries as the predominant type of library for the delivery of literacy services;
- increasing national interest in combating illiteracy, evidenced in part by the activities of the Coalition for Literacy, headquartered at the American Library Association;

- an increasing coordination and funding of library literacy activities at the state level;
- a continued concentration on literacy collections for adult new readers, including the introduction of basic education microcomputer software in libraries;
- continued use of Library Service and Construction Act (LSCA) funds to initiate and support literacy activities;
- an increase in the existence of cooperative library literacy projects involving several types of agencies;
- increased continuing education opportunities for librarians on literacy; and
- growing concern over the need to evaluate the impact of library literacy programs.

Generally, the literature can be categorized into four groups:

1) Research on the topic of libraries and literacy;
2) Discussion of potential roles and activities for libraries involved in literacy education, with descriptions of current library literacy programs;
3) Bibliographies and collection development guidelines on materials for adult new readers; and
4) News coverage of events and funding of programs.

The review of the literature is intended to highlight the type of literature that has appeared during the 1980s. Special attention is given to articles with detailed information. The approach used in this first section is that of a bibliographic essay. The second section of the chapter employs the literature in developing the framework for this study.

DEFINITION OF LITERACY EDUCATION

Special effort was made in this study to define what was meant by "literacy education in libraries." The project staff and advisors developed a statement defining literacy education and added examples of services that would be and would not be included within the definition.

DEFINITION OF LITERACY EDUCATION

Literacy education provides learning opportunities for adults sixteen and over who are not enrolled in secondary school. The opportunities include the range from initial acquisition of basic reading ability through the threshold of functional literacy in home, work, and community.

The following activities are examples of library involvement in literacy education:

Contributing to public understanding of the nature of illiteracy and ways to increase adult literacy.

Preparing and disseminating print and electronic materials to help low literate adults to increase their communication proficiencies.

Helping to plan and conduct educational activities for adults seeking to reach a threshold of functional literacy, for example, recruitment and training of volunteers.

Including, within adult education activities related to any content area or life role, a literacy education component that includes deliberate attention to raising literacy to levels that allow people to function in society and to enhance their lives.

The following activities are not examples of library involvement in literacy education:

Offering social work or counseling services to assist less advantaged low literate adults to cope with personal and social problems.

Providing adult vocational education for people at low levels of proficiency and employment.

Providing course-related remedial education for students enrolled at the community college or university level.

Undifferentiated provision of library services for the general public, some small portion of whom are adults with low literacy.

Providing educational opportunities for adults with high educational levels, to enhance their literacy (such as through Great Books discussion groups or National Issues Forum study circles).

This definition and examples was duplicated on the cover page of every survey questionnaire used in the study. In addition, a boxed statement on each approriate page of the questionnaires read, "Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service."

A second effort at defining literacy education in libraries was through a list of literacy activities that could be offered by libraries. The list was used in the questionnaires to determine level of involvement in literacy by a library. The longest list was that for public libraries and contained fifty-two activities grouped into three roles: literacy materials, literacy instruction, and literacy support services.

LITERACY MATERIALS

Print materials for adult new readers in library
Print materials for adult new readers in another facility
Print materials for ESL in library
Print materials for ESL in another facility
Print materials for tutors in library

LITERACY MATERIALS continued

- Print materials for tutors in another facility
- Audiovisual materials for adult new readers in library
- AV materials for adult new readers in another facility
- AV materials for ESL in library
- AV materials for ESL in another facility
- AV materials for tutors in library
- AV materials for tutors in another facility
- Microcomputers/software for adult new readers in library
- Micro/software for adult new readers in another facility
- Micro/software for ESL in library
- Micro/software for ESL in another facility
- Micro/software for tutors in library
- Micro/software for tutors in another facility
- Develop software for adult new readers
- Develop software for ESL
- Develop software for tutors
- Compile bibliographies
- Write literacy materials
- Produce literacy print materials
- Produce literacy AV materials
- Provide a research collection
- Identify literacy collections in the area
- Provide a demonstration collection

LITERACY INSTRUCTION

- Train library literacy tutors
- Participate in nonlibrary tutor training
- Participate in ABE staff development
- Recruit library literacy tutors
- Recruit nonlibrary literacy tutors
- Recruit students for library program
- Recruit students for nonlibrary program
- Evaluate student progress
- Provide library-based instruction at another location
- Library offered CE on literacy for staff

LITERACY SUPPORT SERVICES

Provide space for tutoring
Publicity about literacy providers
Publicity about literacy problem
Maintain information on literacy providers
Provide central literacy phone number
Refer requests to literacy providers
Follow-up on referrals
Provide library tours
Member of literacy coalition
Coordinate literacy effort in community
Library funds support local literacy efforts
Administer funds for local literacy efforts
Consult with other libraries on literacy
Provide support service to learners

These public library literacy activities were adapted as appropriate for the other types of libraries.

VARIABLES

The number of library literacy activities reported by the library formed the variable *level of literacy involvement*.

The variables used to relate with *level of literacy involvement* were divided into community conditions and institutional characteristics. The community conditions variables were:

type of community (urban, urban-suburban, suburban, suburban-rural, and rural)
population size of the service community
existence of other literacy providers in the community
English as a second language
ethnic diversity
education level
poverty level

The institutional characteristics variables were:

revenue per capita
number of funding sources
percent of library revenues from donations and grants in the last five years.
level of adult education activity

level of outreach activity
level of cooperative activity with non-library agencies
use of non-literacy volunteers

For those libraries reporting involvement in literacy education, a follow-on program description questionnaire was sent to provide a fuller impression of the nature of the literacy programs. Only the public library survey provided enough cases of libraries to allow for general observations.

CASE STUDIES

In order to allow for exploration of literacy programs that could serve as exemplars, eight case studies were conducted in the following locations:

- Mary H. Weir Public Library
  3442 Main Street
  Wierton, West Virginia 26062

  The literacy program, serving a rural area of the state, has been in existence since 1977 and is currently supported by city funds. It has written objectives and a separate advisory group for the literacy program. The library participates in the West Virginia Coalition for Literacy. Features of the library's literacy program are collection development (print and audiovisual, including microcomputers), writing and producing literacy materials, coordinating a volunteer tutoring program that includes tutor training, and a wide range of non-instructional services in support of local literacy efforts.

- Caruthersville Public Library
  1002 Ward Avenue
  Caruthersville, Missouri 63830

  Serving a community of less than 8,000, the library coordinates and funds a volunteer tutoring program affiliated with Laubach Literacy International. A collection of materials supports this tutoring effort. Of all the public libraries on the nominated list, this is the smallest town represented. Local funds support the project which began in 1978.

- Onondaga County Public Library
  335 Montgomery Street
  Syracuse, New York 13202

  Since the early 1970s, the library has been involved in local literacy efforts. Beginning in 1983, an effort was made to develop a more extensive literacy collection to support local tutoring efforts. Non-instructional services, such as publicizing local literacy offerings, also are an integral part of this library's project; it also writes and produces literacy materials. Currently, the library's literacy effort is funded from a combination of federal, state, and local resources. Including this library will provide a model for a library not involved in direct literacy instruction and as such is representative of many library literacy programs in the U.S.

- Tulsa City-County Library System
  400 Civic Center
  Tulsa, Oklahoma 74103

  The library coordinates a large volunteer tutoring program for Tulsa County, funded entirely by County funds. Active since 1977, the library approved a literacy coordinator position in 1984. As a member of a literacy coalition, the library cooperates with educational, social, and religious groups in serving the adult new reader. A full range of support services and a print and audiovisual collection support this instructional library program.

- Dodge Correctional Institution
  West Lincoln, Box 661
  Waupun, Wisconsin 53963

  The Dodge Correctional Institution is a maximum security facility housing approximately 600 adult, male, felony-level offenders; it serves as the State of Wisconsin's evaluation and assignment facility, i.e., sentenced males are sent to this facility for an approximately six-week assessment period.
  This program was selected because it offered:
  - microcomputers and microcomputer software teaching basic skills (i.e., math, reading, and writing);
  - literacy tutor training, and
  - evaluation of student progress.

- California State Library
  1001 6th Street, Suite 300
  Sacramento, California 95814

  The California State Library has a strong commitment to library literacy efforts, with 2.5 full-time staff members working on the literacy effort. In addition, the state provides about four million dollars to support local literacy efforts. The program, called the California Literacy Campaign, grants funds to libraries that show wide community involvement in the literacy project. At the state level, the Cooperative California Alliance for Literacy helps to coordinate literacy efforts. The state agency staff provide the technical assistance to libraries involved in the California Literacy Campaign (46 in 1985-1986) and the program has a strong evaluation component. Since the literacy effort is popular with legislators, the governor, and local communities, the state library agency is projecting increased involvement in and funding for library literary programs.

- E. S. Bird Library
  Syracuse University
  222 Waverly Avenue
  Syracuse, New York 13210

  Syracuse University has an outstanding collection of print and audiovisual resources on adult literacy education. For nearly 40 years, the University has collected materials on adult education to aid researchers, adult education teachers, and students being trained in teaching methods for adult learners. In addition to published sources from all over the world, the library houses archival materials from several adult education organizations, including Laubach Literacy International and Literacy Volunteers of America. The University recently has received a Kellogg Foundation grant to disseminate the collection using optical–digital storage; part of this project is the funding of a special adult education manuscripts librarian.

- Anson Technical CollegeLearning Resource Center
  Box 68
  Ansonville, NC 28007

  Anson County is a rural county of 25,500 people with an agricultural and textile economic base. Three key factors are associated with the Learning Resources Center's involvement in the literacy activities of the Anson Technical College. These are: an expanded role of the LRC as a public, community library; the efforts of the current staff to integrate the LRC into the college; and the presence of the Learning Lab in the LRC.

CONCLUSION

The following observations can be made based on the findings from the surveys of libraries and from the case studies.

LIBRARY INVOLVEMENT IN LITERACY VARIES GREATLY

This study shows that libraries are active partners in the national literacy effort. Activity, however, is variable. Public libraries, as expected, are the primary provider of literacy services in frequency and in the range of activities offered. State institution libraries and community college/technical school libraries report a more limited range of literacy activities and a lower level of involvement, but both offer traditional library literacy services. State library agencies are taking an increasingly active role in funding and consultation with local libraries.

When literacy activity is examined as three roles—literacy materials, literacy instruction, and literacy support services—all are present in the types of libraries noted above. The role of literacy instruction, on the whole, remains the least offered. Literacy support services and literacy materials are pervasive across all the libraries reporting involvement in literacy.

It is probably misleading to compare literacy activity across all types of libraries. Given the different missions of the libraries, it would be expected that the type of literacy activity would vary. The public library, with its mission to serve the general public, offers the widest range of literacy activities, across the literacy materials, literacy instruction, and literacy support services roles. Because literacy classes are often held in community colleges, the library logically supports the individual learning of these students by providing collections and learning lab facilities rather than offering direct instruction. For state institution libraries, literacy training may be offered by a separate branch of the institution or directly by the library. Depending on the parent institution's approach to literacy instruction, the library's response will vary.

For college and university libraries, their primary client groups are students and faculty. Their literacy role would be to provide materials to enhance curriculum and research in adult education. For school libraries, their mission is focused on the school-aged population. While some secondary schools could open their collection to adult basic education classes in the community, their primary contribution will be in the area of breaking the illiteracy cycle, that is, family literacy. State library agencies, with their mission to promote library development, logically look to supporting local literacy efforts with consultation and funding.

Describing the most likely roles by type of library should not be interpreted as saying that each library will carry out the same activities. As the data from the questionnaires show, a library selects from the entire range of literacy activities, making each program unique depending on the community and institutional characteristics. To narrowly define a "required" set of literacy activities for a type of library fails to take into account local differences and preogatives. In particular, a library does not need to be involved in direct instruction to be "involved" in adult literacy education.

ILLITERACY WON'T BE ACTED ON IF IT'S NOT SEEN

Identifying indicators for levels of literacy in a community is not simple, and this study used four indicators—percentage of population for whom English is a second language, ethnic diversity, education level, and poverty—to examine whether the level of literacy activity would relate with such objective indicators. This study could identify no clear relationship with community conditions, but did find a consistent relationship between level of literacy activity and the attitudes of the library managers toward literacy services. The case studies further illustrate the importance of the individual's perception of the need for service. This observation suggests the need for further examination of the perceptions of librarians regarding the problem of illiteracy and the library's role in literacy services.

LITERACY ACTIVITIES FIT IN A CONSTELLATION OF LIBRARY SERVICES

Across types of libraries, the most consistent predictor of library involvement in literacy services was the library's involvement in similar kinds of services: adult education activities, outreach services, and cooperation with non-library agencies. Apparently those libraries more hospitable to such services are also more open to an increase in the number of literacy activities. In the public library case studies, literacy services were seen a natural response in a tradition of responding to needs in the community, such as those of the hearing impaired, visually handicapped, homebound.

LIBRARY LITERACY ACTIVITIES FIT IN A CONTEXT OF COMMUNITY SERVICE

Libraries were more likely to be involved in literacy when there was more non-library literacy activity. An opposite expectation might have been justified: that libraries would be more likely to be involved in literacy education where others were not addressing the problem of illiteracy. The reason for the finding that library involvement is greater where there are more non-library providers is not clear. In some cases, the library has been asked for space for tutoring or for literacy materials by the non-library providers. The presence of literacy education activities may increase others' perceptions of the needs for service. The picture that emerges, however, is of libraries finding their place in the configuration of literacy education services offered in their community. There was little reference to conflict or redundancy among the adult educators, librarians, and others offering literacy services.

LITERACY SERVICES MAY NOT BE INSTITUTIONALIZED IN THE LIBRARY

The premise of cooperation that underlies much of the library literacy activities leads libraries to choose among a wide variety of activities. To say that libraries are entirely comfortable with their involvement, however, is incorrect. As demand for library literacy activities increases, librarians try to find a logical place for the service within the organization. Are these activities a part of adult services, reference, or outreach? As the data from the questionnaires show, funding from local library sources is limited; libraries depend on outside sources to fund these activities. As outside funding increases for library literacy activities, more attention should be given to assuring that the literacy programs become more institutionalized, rather than being seen as a "special service." Without this library-wide acceptance of the literacy service, these activities in most libraries will suffer the same fate as other special user services.

A lack of institutional support for literacy activities may stem from a number of factors. As the case studies and literature illustrate, library literacy programs tend to be identified with an individual who has a particular interest in this kind of library service. For other libraries, once they become involved in literacy activities, they realize that the journey for adult new readers to becoming steady library users is a long one. The payoff for libraries is not dramatic in terms of a new user group; the return to the community, however, is considerable.

VOLUNTEERS ARE KEY PERSONNEL

Basic to many library literacy programs is support from volunteers. These volunteers, however, tend to be more "professional" than the general library volunteers. For example, many have a higher education or other professional background and view their involvement in the literacy program as professional service. This particularly is true of those involved in tutor training and student recruitment and placement. Given this level of commitment, libraries find that, as a group, the volunteers are making many of the service decisions comparable to those that would normally be made by the staff in other library services. The interviews suggest that this situation has the potential to detract from the perception of the literacy program as a general library service and that integrating a primarily volunteer-based library service with more established library services is the challenge facing many of the rapidly growing library literacy programs.

EVALUATION IS A CRITICAL AREA FOR DEVELOPMENT

The basic question regarding library literacy programs is "what differences do they make?" This is a perennial question for any library service and is problematic to assess. The majority of libraries are not involved in direct instruction; these libraries' literacy materials and literacy support services contribute to the community-wide literacy effort. To what degree these contribute is particularly difficult to assess, although interviews with non-library literacy providers suggests that this support is critical to their efforts. On the instructional level, libraries report that their programs are having an impact on individuals. Each person who reaches his or her learning goal is a success story. But considering the survey and case study data, the number of adults being helped does not appear to be making a major difference in the communities' illiteracy rates. The challenge of this low difference is not a library problem alone; all literacy providers combined are reaching only a limited number of adults who need help (Kozol, 1986).

LIBRARIES ARE FINDING THEIR PLACE IN THE LITERACY EFFORT

Individually, libraries do make a difference by winning small skirmishes, although nationally, the campaign against illiteracy may seem to make little progress. When one examines the strengths of libraries—especially public and school libraries—services to children provide a great opportunity to prevent illiteracy. Prevention of illiteracy, in the long run, has a greater chance of success than remediation. Family literacy programs focussed on parents and children have the potential for more institution-wide support since these services bring together several different service units in the library. Recent news from state library agencies (such as, New York and California) of activities in support of family literacy is encouraging.

The immediate future for library adult literacy programs seems optimistic. Libraries currently involved in literacy education are reporting expansion of existing services. For those libraries not involved or with limited involvement, plans to study and start services are reported. In the long term, however, the current amount of library literacy activity may level off unless there is library support of these services. Until literacy services are seen as a basic service function in libraries, many of the programs will disappear. Libraries, especially public libraries, have historically been involved in literacy. But a review of this involvement shows upward and downward swings. Increasing community involvement in library literacy projects and continuation of cooperative efforts among providers can help assure that this current level of activity at least remains constant, if not increases.

Literacy has always been implicit in the role of libraries. At this time, libraries are making explicit their role as essential partners in the local and national effort. Future library involvement in literacy activities may dependon parallel services in remediation and prevention. The first may help alter the texture of the individual's life; the second may do more to break a social cycle.

CHAPTER ONE

REVIEW OF RECENT LITERATURE ON LITERACY

FRAMEWORK FOR THE STUDY OF LIBRARY LITERACY INVOLVEMENT

REVIEW OF RECENT LITERATURE 1980-1986

Library involvement in literacy activities spans a century of educational services offered by libraries. Lyman (1979) reported an increase of activities in the 1970s and predicts for the future "continuing developments in the library world's involvement in literacy education" (p. 213). This section examines the status of library involvement in literacy education during 1980-1986 as described in the literature of that period. (A bibliography of the literature for this review can be found in Appendix A.) Literacy for adults is defined here as sufficient reading, writing, speaking, and math skills for coping with everyday situations. A more detailed definition is provided in the next section.

A review of the literature for this period shows:

- public libraries as the predominant type of library for the delivery of literacy services;
- increasing national interest in combating illiteracy, evidenced in part by the activities of the Coalition for Literacy, headquartered at the American Library Association;
- an increasing coordination and funding of library literacy activities at the state level;
- a continued concentration on literacy collections for adult new readers, including the introduction of basic education microcomputer software in libraries;
- continued use of Library Service and Construction Act (LSCA) funds to initiate and support literacy activities;
- an increase in the existence of cooperative library literacy projects involving several types of agencies;
- increased continuing education opportunities for librarians on literacy; and
- growing concern over the need to evaluate the impact of library literacy programs.

Generally, the literature can be categorized into four groups:

1) Research on the topic of libraries and literacy;
2) Discussion of potential roles and activities for libraries involved in literacy education, with descriptions of current library literacy programs;
3) Bibliographies and collection development guidelines on materials for adult new readers; and
4) News coverage of events and funding of programs.

This review of the literature is intended to highlight the type of literature that has appeared during the 1980s. Special attention is given to articles with detailed information. The approach used in this first section is that of a bibliographic essay. The second section of this chapter employs the literature in developing the framework for this study.

RESEARCH

Research on the topic of libraries and literacy has been reported by Birge (1981) and Smith (1981, 1984). Birge's study, *Serving Adult Learners*, attempts "to identify the underlying motivations, concerns, catalysts, and impediments to the development of service for adult independent learners..." (p. xiii). Her definition of an adult independent learner includes "new Americans" and "new readers," placing library literacy activities in the broader context of the public library commitment to educational services. The Birge study provides an historical view of the development of these programs in public libraries, covering primarily the period from the 1920s to the 1970s. She categorizes these activities for adult learners into five service areas ranging from provision of materials and information services to sponsorship and provision of direct instruction. Lyman's (1979) review of the library's role in literacy from 1955 to 1978 complements and continues beyond the early 1970s the historical information found in Birge's study.

Smith (1981) provides a snapshot of the extent and type of literacy activities occurring in libraries and state library agencies in 1980. Surveys were sent to all state library agencies and a sample of public libraries, public school libraries, community college libraries, state institutional libraries, and nonprofit agencies cooperating with libraries. Seven case studies of exemplary library literacy programs also are reported in the study. Approximately one–quarter (142) of the 544 libraries about which information was given in the survey provided some literacy education services. By type of libraries, 53% of public libraries, 44% of the state institutional libraries, 35% of community college libraries, and 16% of public school libraries were involved in literacy (p. 135). The definition used for literacy education activities, however, is not limited to services to adults. Therefore, the extent of involvement by libraries serving adult learners may well be less than the approximately 25 per cent reported in the Smith study. Characteristics of libraries involved in literacy also were compared to libraries not involved in literacy education.

Information on 17 factors were collected from public, state institutional, and community college libraries. These factors included size of budget, background of library staff, and perceptions about the need for literacy services by library directors and boards of trustees. Smith cites lack of awareness of the need for services as the major deterrent to library involvement in literacy. Cooperation with other agencies is one way awareness of the need for services was generated in the libraries reporting literacy activity; the majority of public libraries cooperated with other providers of literacy education.

As with the Birge study, Smith categorized the types of literacy activities in libraries. The most common activities across all types of libraries were: identification, selection and maintenance of materials for students and tutors; provision of space and equipment for literacy classes, tutoring, or tutor training; and the provision of information and referral and publicity regarding literacy education services (p. v). The least common activity reported by Smith (1981) was library coordination of literacy instruction to individuals by volunteer tutors.

DISCUSSION OF THE ROLE OF LIBRARIES IN LITERACY AND DISCUSSION OF PROGRAMS

Two key topics within the literature are program planning and activities for libraries interested in literacy. Traditional explanations of effective program planning are given, although there is an emphasis on the need to link with other community agencies—particularly literacy providers—in developing library literacy services. For example, Dale (1980) stresses the need for coordination of efforts among those concerned about illiteracy and encourages librarians to look outside the library for potential support groups.

The Literacy Coop in Connecticut (Searles, 1979), the English as a second language (ESL) project in Washington (Benson, 1983), and the Queens Borough Public Library (NY) tutoring project (Wolf & Kavanagh, 1983), are three examples of programs that include cooperation with other agencies as part of their programs. The case studies in Smith (1981) illustrate the linkages needed in conducting effective programs. Seymour (1980), in the background papers for the 1979 White House Conference on Library and Information Services, identifies volunteer tutor groups as potential partners in library literacy efforts.

Like Birge (1981) and Lyman (1979), Smith (1981) addresses the development of primarily public library involvement in literacy education. She reviews the professional response to illiteracy, starting with American Library Association activities in the 60s and 70s. Fleming (1982) briefly outlines the history of literacy activities and provides an annotated list of selected references on the topic. Lyman (1982) reflects on library literacy efforts and makes suggestions for strengthening these efforts. Among these suggestions are greater involvement of learners and tutors in decision making and selection of materials, more collaboration with other providers, and continued staff education and training in literacy (pp. 21, 22). Drennan (1981) discusses the commitment of both the library and education communities to literacy and includes information on adult learners, especially new speakers of English. The Los Angeles County Library Project Libre is explained. The role of public libraries in literacy is explored by Nauratil (1985) in addressing the broader question of the politics of special services for nontraditional clienteles. She sees some public librarians as reluctant to provide special materials for adult new readers; most librarians are said to be unwilling to provide direct reading instruction. Redistribution of resources in the library from present services to literacy services is seen as unavoidable, as a sufficiently literate population is necessary for the public library's existence (p. 95).

In addition to discussing the role of the library in literacy, authors focus on library literacy activities. These activities range from collecting materials to joint publicity efforts on literacy programs. Axam (1983) categorizes activities as "services for teachers" and "services to students." Alford (1985), based on California projects, offers suggestions for activities in the areas of developing partnerships, community study, materials, publicity, and equipment. Johnson and Soule (1985) adds "advocacy for literacy" as another category of activities for libraries. Several activities are suggested by Perritt (1982); many of these are inexpensive and easy to carry out. The articles prepared by Helen Lyman (1979-1985) for the *ALA Yearbook* provide excellent coverage of library literacy programs currently being offered. Descriptions of Ohio literacy activities are offered by Baker, et al. (1982). The activities of Project: LEARN are explained by O'Brien (1983), along with other national and Ohio activities. The state–level efforts in California are outlined by Ruby (1984). Nelson (1984) describes Kentucky's literacy efforts. Based on national efforts and the illiteracy situation in North Carolina, Griggs (1982) calls for a concentrated effort by public and private agencies (including libraries) to solve the problem. Curry (1983) describes the adult learner services at Enoch Pratt Free Library (Baltimore). The Adult Literacy Project in Mississippi features tutoring services in a public library (Nunn, 1981). Spooner and Cretini (1982) describe the collection of high interest–low reading level books at the Louisiana State Library. State libraries are urged to become involved in the fight against illiteracy by McCallan (1980). She proposes ten ways to join this effort, including provision of funding, consultation, training, and resources. An entire issue of *Library Trends* (1986) is focused on library involvement in adult education activities. The issue provides a summary look at that involvement, with special attention on the role of the federal government in encouraging library literacy involvement, state library agency involvement, and evaluation of library literacy programs.

LITERACY MATERIALS

Smith (1981) found that provision of materials was the most common literacy activity carried out by libraries. The extent of coverage in the literature of this topic shows a continued concentration by libraries on acquiring materials for adult learners. Aids to evaluating literacy materials can be found in the introductions to many of the bibliographies of literacy collections. Buckingham (1982) offers additional information on evaluation criteria and selection aids. Bayley (1980) and Weibel (1984) review selection criteria and methods of organizing literacy collections in libraries. Cataloging and display of low reading level materials is discussed by Halvorsen (1985). Melissa Buckingham reviews materials for adult new readers quarterly for *Booklist*. Bibliographies of literacy materials are regularly published by libraries with major literacy collections. Examples of these are the lists from the Reader Development Program in Philadelphia (Buckingham, 1982), VITAL Program in Bloomington, Indiana (Armstrong & Hunt, 1982), and Literacy Resource Center in Baltimore (Heiser, 1983). Books for Adult New Readers (1986), produced by Project: LEARN in Cleveland, also is widely distributed. Other resource guides include those compiled by Berg and Wallace (1980), Heiser (1984), Literacy Volunteers of America (1980), and Spaziani (1980).

NEWS COVERAGE

The news articles from 1980-1986 provide a view of literacy activities occurring in libraries as well as insight into the funding of these activities. The annual articles in the *ALA Yearbook* add to this coverage of events. Continuing education activities on literacy for librarians have been reported in several states; these are regularly summarized in the *ALA Yearbook* articles. Statewide efforts are covered in the literature. States reviewing coverage are Alabama, California, Texas, Kentucky, Colorado, Illinois, Virginia, Massachusetts, Ohio, Pennsylvania, and New Jersey. Lyman (1985) reports that the Chief Officers of State Library Agencies adopted a resolution at their 1984 meeting encouraging state library agencies to take an active role in literacy in developing and coordinating library efforts. Funding of library literacy projects comes from varied sources; however, those programs described in the literature are predominantly funded initially by Library Services and Construction Act (Titles I and VI) grants. Limited information is provided in the literature about the continuance of such programs. State level funding has recently been announced by California, Illinois, and Texas.

The formation of the Coalition for Literacy in 1981 has generated a number of news items related to that group's efforts. The Coalition, coordinated by the American Library Association (ALA), is a group of eleven organizations gathered to work on the literacy situation at a national level (ALA, 1984). In addition to ALA, organizations involved are the American Association for Adult and Continuing Education, National Commission on Libraries and Information Science, CONTACT, National Advisory Council on Adult Education, B. Dalton Booksellers, Laubach Literacy International, Literacy Volunteers of America, International Reading Association, National Council of State Directors of Adult Education, and American Association of Advertising Agencies. The first major project of the group was a national advertising campaign developed by the Advertising Council. The purpose of the campaign is to inform the public about the literacy problem and to recruit volunteer tutors. The role each organization plays and the media campaign are described by Heiser (1984).

CONCLUSION

While the literature from 1980 to 1986 provides an adequate picture of public library literacy activities, there is limited information about programs in non-public libraries. The Smith (1981) study remains the primary source of information about projects in libraries other than public libraries. Descriptions of public library programs in the literature focus on projects in urban areas and provide little information on library literacy in rural areas. In both cases— non-public libraries and rural public libraries—a question remains as to the extent of involvement by these libraries. There also is a lack in the literature of a distinctive planning model for community-based library literacy projects. B. Dalton's Guidelines for Effective Adult Literacy Programs (1985) is one possible outline for libraries to examine. Johnson and Soule (1985, 1987) describe a planning process based on cooperative efforts with community organizations. Evaluation of program impact as part of a library literacy planning process is not adequately covered and librarians are beginning to search for appropriate evaluation techniques.

Four factors may contribute to continuing coverage and interest in the library's role in literacy activities. First, the national efforts of the Coalition for Literacy will keep the issue visible in the library community. Second, the funding of a literacy title for LSCA provides additional funds for library activities. Third, state level initiatives—both for funding and coordination of activities—are becoming a reality. Finally, the proposed second White House Conference on Library and Information Services has "literacy" as one of its three themes.

FRAMEWORK FOR THE STUDY OF LIBRARY INVOLVEMENT IN LITERACY EDUCATION

Currently it is estimated that between 20 to 35 per cent of the adults in the United States are unable to read, write, and compute well enough to function effectively in today's society (Hunter and Harman 1979, Kozol 1985, Nauratil 1985). The range of estimates is due, in part, to the lack of an agreed upon definition of illiteracy and the degree to which authors want to emphasize or de-emphasize the scope of the problem. Definitions are usually based on either years of school completed or a determined level of "functioning" in writing, reading, and math. There is, however, consensus among education researchers that regardless of the precise number within that range, the rate of illiteracy is a major problem in the United States (Hunter and Harman 1979; Kozol 1985; Harman 1987). For the purposes of this study, literacy is defined as "the ability to read, write, or do mathematical computations with enough understanding to perform basic survival functions in society with accuracy" (Johnson and Soule 1987, p. 1).

Since literacy education is the type of service to be examined, the following definition will be used: "Literacy education provides learning opportunities for adults sixteen and over who are not enrolled in secondary school. The opportunities include the range from initial acquisition of basic reading ability through the threshold of functional literacy in home, work, and community."

The programmatic response to the literacy problem has involved educational, volunteer, and business organizations (Cook 1977, Lyman 1977). Libraries, particularly public libraries, also have been part of that programmatic response. The involvement of libraries in combating illiteracy varies, much like the estimates of the problem, from simply providing appropriate materials to strategic planning and participation in multi-agency literacy coalitions (Smith 1981, Lyman 1977). This involvement is not a totally new role for public libraries. Serving the adult learner of all educational levels can be traced to the beginning of public libraries in the 1850s; this includes services to the illiterate population although special attention to serving that group became evident since the mid-1960s. (Birge 1981, Monroe 1963, 1986).

THE RESEARCH QUESTIONS

There has been some investigation of the types of literacy services offered by libraries (MacDonald, 1966; Hiatt and Drennan, 1967; Birge, 1981; Smith, 1981; Nauratil, 1985). The focus of these investigations has been on program characteristics and activities, not on a consideration of the characteristics that may be associated with library involvement in literacy activities. This raises the following research question: What characteristics of the library and community are associated with public libraries involved in literacy?

For the most part, research in literacy uses as its theoretical framework findings from the field of adult education. This theoretical framework explores the characteristics of the problem of illiteracy (APL 1975, Cook 1977, Resnick and Resnick 1977, Hunter and Harman 1979, Kozol 1985, Harman 1987), typologies of learning styles of adults (Kidd 1973, Knowles 1980, 1984, Knox 1977), approaches to teaching literacy skills (Mezirow, Darkenwald, Knox 1975, Kavale and Lindsey 1977), and adult learner motivation and participation (Boshier 1977, Cross 1981, Tough 1971). The problem addressed here, however, is not concerned with the educational techniques of literacy education. Instead, the focus is on examining the library response to a community problem—the need for literacy education. Rather than an educational theoretical framework, the requirement is for a theoretical basis that studies an organizational response to a community problem.

Organization theory provides such a framework. Its applications of the systems approach call attention to inter-relationships between the environment and the organization. Organization research based on the systems paradigm examines the relationships between environmental factors, organizational structure, use of technology, managerial decision-making, behavior, and organizational effectiveness. Organization theory suggests variables and their relationships that may be selected for the study of any type of organization. In this study, the type of organization being studied is the library.

Other researchers, such as Howard (1985), have used the systems paradigm in studying the library as an organization. Shoham (1984) used the paradigm in studying public library response to environmental conditions.

The two most likely groups of variables to examine in this study were drawn from the organization theory literature: community or situational variables and institutional or strategic variables. Khandwalla (1977) defines situational variables as those drawn from the situation in which the organization functions; they include demographics of the community. Situational variables are the most difficult to change dramatically by managerial action.

Institutional variables include the organization's goals, managerial style and attitudes, and organizational strategy. These variables can be manipulated by the manager. The strategy of an organization can be seen through the actual activities an organization carries out.

These two groups of variables affect the activities conducted by an organization. These activities produce the performance variables, including efficiency, services (outputs), and community acceptance. Although few studies have been done in the area of library involvement in literacy, the existing literature suggests that situational and strategic variables are associated with literacy involvement (Smith 1981).

The dependent variable—performance—is defined in this study as *library involvement in literacy.* This variable, along with the community and institutional variables, provide the framework for this study of library involvement in literacy education.

COMMUNITY VARIABLES

As discussed earlier, it is difficult to determine the literacy levels in a given community. What, then, are demographic or situational variables that are associated with illiteracy which might be used to infer the level of literacy in a given community and, as such, can serve as an operational definition of "illiteracy level"? The educationally disadvantaged are defined by Hunter and Harman (1979) as those over the age of 25 who have not completed high school; it is concluded that those who are educationally disadvantaged are more likely to be functionally illiterate. These authors provide the most complete evaluation of the relationship of demographic variables—education level, poverty, and racial and ethnic background—to illiteracy. Those persons at or below the poverty level and racial and ethnic minorities are more likely to be educationally disadvantaged. Hunter and Harman (1979) refer to these as "the overlapping spheres of the disadvantaged" (p. 36). If a diagram showed the overlap of the three spheres—those with less than a high school education, the poor, and racial and ethnic minorities—the intersection would be the functionally illiterate population.

One additional variable may be helpful in describing the illiteracy level in a community—the number of residents for whom English is a second language (ESL). Hunter and Harman (1979) discuss this as an aspect of racial/ethnic origins. They note the difficulties of Spanish–speaking populations and the relationship of this problem to low levels of educational achievement (p. 43). Mathews, Chute, and Cameron (1986) relate the ESL population to the problem of illiteracy and report that "roughly one–third of illiterates age twenty and above were born abroad and speak a non–English language at home" (p. 235). In addition, they note that 1.4 million refugees and immigrants are added to that number annually. Kirsch and Jungeblut (1986) found, based on 3,600 interviews, that approximately 15 percent of the young adult population grew up in households where a language other than English was spoken. Lyman (1977) concluded that "a primary language other than standard English is one of the most common characteristics of the ABE learner" (p. 86). Only one study of library involvement in literacy examined two of these demographic variables associated with literacy: racial/ethnic origin and English as a second language. Smith (1981) found that public libraries in demographically heterogeneous areas of service are more likely to provide literacy education than public libraries in homogeneous communities (p. 28). No operational definition, however, is given by Smith for "demographically heterogeneous," although it seems to include both the presence of more than one racial/ethnic group and the presence of an ESL population.

In the few studies related to library involvement in literacy, some additional community variables were identified. All of these studies were, however, in public libraries. Based on 15 case studies, MacDonald (1966) described a high level of concern by community leadership for the literacy problem as being associated with libraries that were involved in literacy activities. Hiatt and Drennan (1967) found that when public libraries were involved in literacy, their communities also supported other literacy organizations. (This finding ,that libraries involved in literacy are often located in communities with non–library literacy education activities, was also supported by the case studies conducted for this investigation.) For the public libraries located in urban sites, other literacy activities are being conducted in the communities in addition to the library's activities (See Chapter 3.). Smith (1981) drew information from several types of libraries. The seventeen variables in the study can be grouped as:

- location characteristics (community indicators),
- organizational factors (branches, system membership),
- library size characteristics (several measures of library size),
- financial characteristics (budget, funding sources),
- staff,
- methods used to determine local needs, and
- board and directors' perceptions regarding the library's role in literacy and educational activities.

Most of these characteristics were associated with public library involvement, but few were related to involvement by community college and state institution libraries (pp. 135 - 149).

One limitation, however, of the Smith study should be pointed out. The definition used for literacy education was: "instructional, informational or other activities directed toward increasing the reading, writing and computational skills of children, youth and adults" (p. 5). The Smith definition was broader than the one being used in the present study because it included youth and children.

Based on the literature and input from the project staff and advisory group, eight community variables were selected to be examined in relation to the dependent variable, library involvement in literacy education. These variables are: *type of community*, e.g., urban/suburban/rural, the related variable of *size of the service community*, and the *number of other literacy organizations in the community*. Since the primary client for literacy services is the illiterate population, measures of illiteracy are needed. As discussed above, this variable will be defined as a composite of four community variables: *English as a second language population, ethnic diversity, level of educational attainment*, and *poverty level*.

INSTITUTIONAL VARIABLES

Only five studies have addressed institutional characteristics that relate with library services to the disadvantaged.

MacDonald (1966) identified three organizational characteristics that are related to libraries involved in literacy education. They are:

- a concern of the library administration for the problem;
- commitment of the library staff to an outreach orientation; and
- alternative funding for library services (beyond local and state tax support).

Hiatt and Drennan (1967) used responses to requests for information from 300 public libraries and a presentation at an ALA conference for their study. Although the results are not generalizable because the original list of three hundred was a purposive sample, the characteristics evident in the discussion of projects add validity to MacDonald's (1966) features. In addition to outside funding and staff commitment to outreach, use of volunteers in the library was reported by the libraries involved in literacy.

Drawing on data from 147 interviews with library staff in inner city libraries, Monroe (1971) identified requirements for a library serving the disadvantaged. Among those listed was a need for an understanding on the part of library administration of the realities of the environment and the need for services to the disadvantaged (pp. 262-267). Lipsman (1972), in her study of the urban disadvantaged, identified four organizational characteristics in those libraries with "effective" services for the disadvantaged:

- cooperative activities with other agencies;
- visibility of library activities in the community;
- staff available for outreach projects; and
- a library collection that emphasizes both print and audiovisual resources.

Smith (1981) characterized public libraries involved in literacy activities as:

- providing inservice training,
- owning several types of audiovisual materials,
- having multiple funding sources,
- accessing federal funds, and
- having support from the director for library involvement in literacy education (p. 27 - 29).

Smith also identified a relationship between the degree of interest and support by the board of trustees and library involvement in literacy. Those libraries involved in literacy reported strong interest and support of library involvement in literacy by the board.

Smith found only two factors associated with community college library involvement: affiliation with a system of libraries and increases in budget. For state institutions, library involvement in literacy was associated with affiliation with a system of libraries, inservice training for staff, and interest and support from the director and board.

The case studies conducted for this current study confirm the existence of these variables in libraries engaged in literacy activities. Several strategic variables have been identified in these site visits, including:

- positive view by the director and board of literacy services as an appropriate role for the public library,
- existence of other adult education activities in the library,
- provision of outreach services for users with special needs,
- participation in cooperative activities with non–library agencies,
- use of multiple funding sources, and
- use of volunteers.

The library literature discussed above suggests that the strategic variables of interest include funding variables such as *revenue per capita, number of funding sources*, and *percentage of revenue from grants and donations*. The variable, *library's perception of the library's role in literacy education*, would indicate a degree of positive attitude toward library involvement in literacy. The existence of similar services in the library are reflected in four variables: *number of adult education activities, number of outreach activities, number of cooperative activities with non-library agencies*, and *use of volunteers*. The presence of a greater variety of print and audiovisual formats in the library is not considered here as this variety may be more a reflection of the size of the library's budget, and the budget size is measured in revenue per capita.

DEFINING LIBRARY INVOLVEMENT IN LITERACY EDUCATION

Prior to studying the relationships between the situational and strategic variables and library involvement in literacy, that involvement needs to be defined. As seen in the history of library involvement in educational activities, there are differing definitions of the library roles in literacy. The library literature primarily provides program descriptions (e.g., MacDonald 1966, Hiatt and Drennan 1967, Erteschik 1977, ALA 1978, Birge 1981). Efforts to consolidate this descriptive literature have been undertaken by Lyman (1977), Smith (1981), Nauratil (1985), and Weingand (1986). Reports of library literacy activities supported by state and federal funds also provided examples for the definition of library involvement in literacy education (e.g., United State Department of Education (1987) and Mathews, Chute, & Cameron (1986)).

Lyman (1977) describes a range of library involvement in literacy from a collections orientation to direct instruction. She defines library involvement in literacy with ten groupings of activities. The library may serve as:

1. an information center for learning opportunities, providing referral services and cooperating with other agencies;
2. a resource center for materials for the adult new learner and for those working with this group;
3. a recruiter for literacy programs, including publicity about those programs;
4. a source of encouragement for the potential reader, offering alternative activities;
5. a study center, providing space for individuals or groups at accessible hours;
6. an information center on the library and what it can offer students and literacy instructors and tutors;
7. a facilitator for planning, training, and inservice sessions for the community, teachers, and tutors;
8. a liaison agency between the individual, the library, and the literacy provider;
9. a participant in the evaluation process of community literacy services; and
10. a source of professional assistance as an organizer, and service provider (pp. 7 - 11).

Smith (1981) categorized library literacy activities into five groups based on a review of the literature through 1978. The five most common roles as described in the literature were:

1. offering information and referral, as a liaison between the adult new learner and the literacy provider;
2. provision and storage of materials;

3. development of training kits, newsletters, and annotated bibliographies for students and literacy providers;
4. provision of space for tutoring and classes and commitment of staff to the literacy effort; and
5. publicizing library and non–library literacy services (pp. 31-32).

Nauratil (1985) provided a historical view of library literacy services which confirms the types of activities cited by Lyman and Smith. She paid additional attention, however, to the varying ways in which libraries are becoming involved in the instruction aspects of literacy services. This type of activity is seen as more direct or intensive than the most common role of the provision of materials and space. Nauratil did point out the increasing use of computer technology in library literacy services.

SUMMARY

Based on the primarily descriptive literature discussed above, it can be posited that literacy activities fall into three general categories:

- literacy materials,
- literacy instruction, and
- literacy support services.

These roles can be defined in terms of activities—what libraries actually do. A typology of literacy activities for each of the roles— literacy materials, literacy instruction, and literacy support services—was developed for this study. For example, the **literacy materials** role includes the basic activities of providing print and audiovisual materials for adult new learners, for new speakers of English, and for tutors or instructors. The provision of microcomputers and basic skills software is another facet of this role. The creation of new materials—such as books, audiorecordings, videorecordings, or microcomputer software—complements the collecting functions in this role.

In the **literacy instruction** role, the primary activities include recruitment, training, and placement of volunteer tutors and recruitment and placement of students. The library in this role also may conduct these activities jointly with another literacy provider or in support of literacy projects in the community. Another feature of this role is raising staff awareness of the literacy problem, characteristics of the illiterate person, and the needs of the adult new learner.

In the **literacy support services** role, the activities incorporate many cooperative activities, such as joint publicity of area literacy services, participation in a literacy coalition, referral of persons in need of literacy education to the appropriate providers, and advocacy for literacy. This role also includes the provision of library facilities for tutoring or classes and tutor training sessions.

It is assumed that a library is involved in literacy if activities are conducted from one, two, or three of the roles. Given the different community needs and community services, library involvement in literacy will vary. It is, therefore, not a simple case of a library either being involved or not. Instead, it was posited in this study that libraries will emphasize different roles in literacy education and may select activities from each role.

As discussed in this chapter, several community and institutional variables have been identified for study. The selected variables can be organized as a model of variables related to library literacy involvement. This model provides the structure for this study by detailing the independent variables (community and institutional) and their relationship to the dependent variable—library involvement in literacy education. Most of the literature used, however, is from the study of public libraries. There is only limited information on the involvement in literacy education of other types of libraries. This limited information makes it difficult to suggest possible variables that are associated with their involvement in literacy. The framework suggested by organizational theory does, however, suggest that other types of libraries may operate in a similar fashion as public libraries. A fuller discussion of how these variables were measured is discussed in Chapter Two.

CHAPTER TWO

METHODOLOGY,
OPERATIONAL DEFINITIONS, AND
MEASURES OF VARIABLES

METHODOLOGY

POPULATIONS AND SAMPLE

The populations for this study are: public libraries (8,561), community colleges/technical school libraries (1230), state institution libraries (838), colleges and university libraries (2014), public school districts with secondary school libraries (11,260), and state library agencies (50). All of the libraries and agencies are located in the United States. The information needed to create mailing lists was provided by the U.S. Department of Education for all groups except the state institutions. For state institutions, the project staff requested from each state agency a list of state institutions serving adults. All but four of the states provided information; the *American Library Directory* and a guide to correctional institutions were used to identify state institution libraries in the non-responding states.

The entire population was used for the study in all but two groups: school districts and public libraries. For these groups, samples were drawn using the Unified Data Handler software program. After the researcher specifies the sampling ratio, the Unified Data Handler software program generates a simple random sample.

For school districts, a 10% sampling ratio was used for all districts that contained secondary school libraries.

For public libraries, in order to ensure adequate representation of larger public libraries, a stratified sample design was used. Smaller libraries are far more numerous than are large libraries, and literacy education was expected to be found more often in larger libraries. Therefore, a total stratified, random sample of 1439 was selected from the population of public libraries in the United States. Within each stratum, a simple random sample was drawn. Table 1 shows the sampling ratios and resulting sample sizes for public libraries.

TABLE 2-1

SAMPLE SIZES AND SAMPLING RATIOS FOR PUBLIC LIBRARIES

Community Population	Population of Libraries	Sampling Ratio	Sample Size
Up to 25,000	5467	1/20 (4.8%)	262
25,001 to 50,000	1440	1/5 (18.8%)	270
50,001 to 75,000	774	1/3 (32.3%)	250
75,001 to 100,000	483	1/2 (53.8%)	260
Over 100,000	397	1/1 (100%)	397
TOTALS:	8561		1439

Because of an expected low incidence of library involvement in literacy education, an additional attempt was made to identify libraries known to be involved in literacy for a reputational sample. Libraries were identified through a review of the professional literature and through state library nominations. A total of 293 public libraries were identified that were not part of the original stratified, random sample. These libraries received the initial public library and Program Description questionnaires.

QUESTIONNAIRE

The first drafts of the questionnaires were developed in March 1986. These drafts were pretested by all types of libraries (some of which were involved in literacy) in early April. A second draft, incorporating the changes from the first pretest, was sent in late April to a second group of libraries and to the seven-member advisory group for the Libraries and Literacy Education project. Revisions based on the second pretest were made in May 1986.

In July 1986, based on the comments by the U.S. Department of Education, the questionnaires and a sample cover letter were sent to the U.S. Office of Management and Budget (OMB) for approval to meet Federal data collection requirements. Approval for the questionnaires was received in January 1987. Changes required by OMB were incorporated into the final versions of the questionnaires. The questionnaires were precoded to allow for efficient data entry. (See Appendix C for copies of all the questionnaires.)

The first mailing of the initial questionnaires was completed by March 20, 1987. The questionnaires and cover letters were mailed using bulk mail, and a business reply envelope was included with the questionnaire for its return. (Cover letters are in Appendix C.) The business reply envelope was coded to determine non-respondents for a second mailing. By charting the returns of the questionnaires by date and number returned, it was possible to determine the date for the second mailing. When the total weekly returns declined to less than ten, the second mailing for each type of library was initiated. The second mailing to non-respondents was completed by May 15, 1987. A slightly revised cover letter was used, emphasizing the importance of their response even though the library might not be involved in literacy education (Appendix C). After the second mailing, returned questionnaires were examined to assure that non-respondents were not geographically different from the respondents. The returns were geographically distributed across the United States for each population or sample. Table 2 shows the response rate from all types of libraries.

TABLE 2-2

RESPONSE RATES BY TYPE OF LIBRARY

	Survey size	Usable returns	Return rate
PUBLIC LIBRARIES	1439	793	55.1%
COMMUNITY COLLEGE LIBRARIES	1230	429	34.9%
STATE INSTITUTION LIBRARIES	838	270	32.2%
COLLEGE/UNIVERSITY LIBRARIES	2014	711	35.3%
SCHOOL DISTRICTS	1126	396	35.2%
STATE LIBRARY AGENCIES	50	47	94.0%

For two of the samples, the returns indicated that further study would produce no information about literacy activities in libraries. For school districts, the response rate to the initial mailing was very low. In the second mailing to school districts, the cover letter had a tear–off at the bottom so that those not planning to respond could acknowledge receipt of the questionnaire (See example letter in Appendix C.). Since the definition of the audience for literacy education used in this study was "adults sixteen years and over who are not enrolled in secondary school," literacy activities offered to those enrolled in school were excluded. The responses received indicated no adult literacy activities in secondary school library media centers.

College and university libraries, similarly, had little involvement in literacy activities and many questioned, on their returned questionnaires, whether they had received a questionnaire by accident. The only literacy activity found in college and university libraries was providing collections that might support the study of literacy.

For those public, community college, and institution libraries that indicated library involvement in literacy education on the last question of the initial questionnaire, a Program Description Questionnaire was designed to gather additional information on the literacy program characteristics (See Appendix C). Additional information was requested in six areas:

- cooperative activities,
- funding,
- planning,
- evaluation,
- personnel, and
- collections.

The program description questionnaires were sent during July 1987; no follow-up mailing was conducted. Table 2-3 shows the number of Program Description Questionnaires mailed and the return rate.

TABLE 2-3

RETURN RATE OF PROGRAM DESCRIPTION QUESTIONNAIRES

	Number sent	Number returned	Return rate
PUBLIC LIBRARIES	451	246	54.5%
COMMUNITY COLLEGE LIBRARIES	39	20	51.3%
STATE INSTITUTION LIBRARIES	91	34	37.4%

OPERATIONAL DEFINITIONS AND MEASURES OF VARIABLES

The measures selected for this study have come primarily from the literature discussed in Chapter One. Because the research literature to date has focused on program description, the surveys used and the case studies examined did not yield standardized measures for the variables examined in this study. The exception to this are those measures, i.e., educational and poverty levels, that were collected from the U. S. Census. Unless otherwise noted, data for the variables come from the questionnaires developed for this study.

COMMUNITY VARIABLES

For public libraries, community colleges, and school districts, the variable *type of community* is defined as the degree of urbanization of the community. The measure of this is one of five choices: urban, urban-suburban, suburban, suburban-rural, and rural. For state institutions, this variable would be the type of clients served, i.e., imprisoned, mentally handicapped. This variable was not examined for the other types of libraries.

The variable *population size of the service community* is defined as the population size of the service area the library is primarily intended to serve. For the public libraries and school districts, this figure was the total number of residents in the primary service area. For community college libraries and college and university libraries, this figure included the total number of students, faculty, and staff. For state institutions the figure included residents and staff. This variable was not used for state library agencies.

The variable *existence of other literacy providers in the community* is defined as the presence of other literacy providers in the service community. These providers include: the community college/technical school, the school district, volunteer literacy tutoring groups, the college/university, public library or library system, and other. The measure used for each type of library was a total number of other literacy providers in the community. (See the questionnaires in Appendix C to determine which providers were included in the total for each type of library.) For state library agencies, the only measure of this was the presence of a state–level library literacy effort.

The next four variables discussed—*English as a second language, ethnic diversity, education level,* and *poverty level*—are used to infer the illiteracy level of the community.

As discussed in Chapter One, previous studies have used the four variables as a operational definitions of illiteracy level (e.g., Hunter and Harman 1979, AAEC 1973, Kirsch Jungeblut 1986, Nauratil 1985, Childers 1975). The variable *English as a second language population* is defined as the percentage of those persons in the community whose primary language is other than English. The variable *ethnic diversity* is defined as the presence of minority groups in the service community. This is measured by the total percentage of the following four groups in the community: Asian, Black (not Hispanic), Hispanic, and Native American. These data are reported on the questionnaire. The variable *education level* was used only with public libraries. It is defined as the incidence of adults in the community with less than a high school education. This is measured as the percent of adults 25 years old and over with less than a high school education. The source of the data is the 1980 U.S. Census. Since these data are reported only for adults 25 years old and over, that is the figure used in this variable. Therefore the actual figure is probably undercounted for this study which uses 16 as the age level of importance. The variable *poverty level* also was used only for public libraries. It is defined as the level of poverty in the service community. This is measured by the percent of all persons below the poverty level. The poverty level used is that defined in the 1980 U.S. Census: $4190 for individuals (U. S. Bureau of the Census 1982, p. 417). The percent of persons below the poverty level was collected from the 1980 Census.

INSTITUTIONAL VARIABLES

The variable *revenue per capita* is calculated from the variables *total revenue* and *service population*. The *total revenue* is measured as the actual revenue for fiscal year 1986. *Revenue per capita* is computed by dividing the *total revenue* by the *service population* as defined above. The *revenue per capita* is used as a measure for size of the library and to examine in more detail the relationship of revenue to library involvement in literacy education. This variable was not used for state library agencies.

The variable *number of funding sources* is defined as the number of sources of revenue for library operations in FY 1986. Funding sources include local taxes, state aid, contractual services, library foundation grants, non-library foundation grants, federal and state government grants, donations and gifts, and other sources. The total number of sources possible varies by type of library (See questionnaires in Appendix C.). The measure used is the total number of funding sources for FY 1986. Since it was expected that much of the literacy activity would be funded from outside funds, a second funding source variable also is used: *percent of library revenues from donations and grants in the last five years*.

The variable *level of adult education activity* is defined as the breadth of adult education activities conducted by the library. Based on descriptions in the literature of these activities, up to five activities were selected to represent the range of adult education activities. The actual number of these activities used for the measure varied depending on the type of library (See questionnaires in Appendix C). The five activities being used in this study to measure level of adult education activity are:

- on-site educational counseling for assessing needs and planning an educational program,
- adult informational programming (e.g., on stocks, study habits, writing papers, or bicycle repair, etc.),
- maintenance of files to identify learning opportunities in the community,
- referral to other educational institutions and organizations, and
- adult programming to enhance reading (e.g., book discussions, author lectures, etc.).

The measure used is the total number of types of activities checked.

The variable *level of outreach activity* is defined as the amount of outreach activity conducted by the library. This was used only with public libraries. As with adult education activities, no index of outreach activities is available to use as a measure of this variable. The selection of activities used here is based on identifying a range of services to special user populations. The six activities selected for this study to measure the level of library outreach activity are:

- provide materials to residents of nursing homes,
- provide materials to residents of correctional institutions,
- offer programming outside the library for adults (e.g., at senior centers or recreational centers),
- deliver materials to the homebound,
- offer telephone reference service via telecommunication devices for the deaf or hearing impaired (TDD/TTY), and
- plan cooperative programming with non-library agencies on social problems.

The measure of level of outreach activity is the total number of these activities checked.

The variable *level of cooperative activity with non-library agencies* is defined as the breadth of cooperative activities conducted by the library with non-library agencies. As with adult education activity and outreach activity, a measure was not available for this variable. The list of activities selected for this study reflects the range of services traditionally offered independently by the library, all of which can be conducted in cooperation with a non-library agency or organization. Up to ten activities were selected to represent the range of cooperative activity. The actual number of these activities used for the measure varied depending on the type of library (See questionnaires in Appendix C). This measure was not used for state library agencies or state institution libraries.

The ten activities being used in this study to measure level of cooperative activity are:

- selecting materials,
- sharing information about services,
- co-sponsoring programs,
- sharing resources,
- attending other agency meetings/programs,
- undertaking publicity efforts,
- referring patrons to appropriate services,
- participating in other agency staff training,
- inviting agency personnel to participate in library continuing education offerings, and
- representing library on boards and committees.

The measure of level of cooperative activity will be the total number of activities.

The variable *use of volunteers* is defined as the use of library volunteers (non-paid personnel) in non-literacy activities. The measure of this variable is the total number of volunteer hours per year.

The variable *library's attitude of the library's role in literacy* is defined as the respondent's attitudes regarding the importance of the library's role in literacy. The questionnaires went to the director for public libraries and college and university libraries, to the state librarian (or their designee) for state library agencies, and the librarian for the other types of libraries. For school districts, the questionnaires were sent to the Director of Library Media Services for the district. The measure used for this variable is a score from an index of attitude statements that indicate a positive view toward library involvement in literacy education. The attitude statements used a ten-point scale as the measure. The index was calculated by summing the score on the attitude statements and dividing by the number of statements. For state libraries, a separate set of attitude statements were used regarding unique roles that a state library agency may assume in literacy education.

DEPENDENT VARIABLE

The variable *library involvement in literacy* is defined as a range of adult literacy activities conducted by the library. This variable is computed from the number of literacy activities identified by the respondent as occurring in the library. The range of activities varies depending on the type of library (See Appendix C.) The public libraries had the highest possible number of activities—a total of 52.

DATA ANALYSIS

As described in the variables section of this chapter, some of the variables needed to be calculated from the data reported on the questionnaires. These calculated variables are: *total number of other literacy providers, ethnic diversity, revenue per capita, total number of funding sources, total number of adult education activities, total number of outreach activities, total number of cooperative activities,* and *positive attitude index*. In relating each of these variables with *total library literacy activities*, a Pearson's correlation coefficient was calculated to indicate the strength of the relationship. For *type of community*, a Chi square was computed to determine if differences exist between the *level of literacy involvement* (low, medium, high) and *type of community*. For those Chi squares that are significant, the coefficient of contingency was computed to determine the strength of the relationships. Frequencies were calculated for the data from the program description questionnaires. Data were analyzed separately for each type of library and are reported in the following chapters.

CHAPTER THREE
PUBLIC LIBRARIES

AMOUNT AND TYPE OF LITERACY ACTIVITIES

Public libraries were asked whether they provided literacy services in three areas: literacy materials, literacy instruction, and literacy support services. The types of literacy activity are reported here in terms of their frequency as a description of public library involvement in literacy education. The number of types of activities checked by a library is then also used to form the variable *library involvement in literacy*.

Public libraries are involved in all of the 52 activities asked about in the questionnaire. When examining the activities by their area, literacy support services was the prevalent group with over half of the activities offered by more than 50% of the libraries. A table of frequencies of literacy activities by the categories literacy materials, literacy instruction, and literacy support services is at the end of this chapter in Table 3-10.

The variable *level of involvement in literacy* was measured by the total number of activities reported by a library. The maximum score possible is 52; the highest actual total is 41. For the public library sample, approximately the same size sample was drawn from each of five population groups. Because each population group varies in number of libraries, however, the results from the sample need to be weighted in order to generalize findings to the population of public libraries. To combine responses on the 52 literacy activities across all groups, each group was weighted according to its relative proportion in the overall population of public libraries. These weighted responses were then summed across all groups.

Using the weighted responses, 77% of public libraries offer less than 14 literacy activities, while 19.1% have moderate involvement in literacy education, 14 to 28 activities. Only 3.9% have a high level of involvement in literacy, reporting more than 28 activities. In 12.8% of the libraries, no literacy activities are offered.

The figures for public library involvement in literacy are higher for the unweighted sample since there are more smaller libraries (serving populations of 25,000 or less) and their overall activity in literacy is low. The frequencies on the level of literacy score for the unweighted sample indicate that there is low involvement by over 50% of the respondents. Of 676 libraries responding to all of the items, 53.4% conducted less than 14 literacy activities; 5.2% offered no literacy activities. Moderate involvement in literacy, 14 to 28 activities, was reported by 38.6%. Eight per cent were in the high involvement category of over 28 activities. The remainder of the analyses will use the unweighted results.

The definition used in this study for level of involvement is based on the responses to questions on literacy activities which ask about actual behavior. The "low" level of involvement roughly corresponds with the number of respondents who, when asked about future involvement in literacy, indicated that they were not currently involved (44.8%, question 57). The noninvolvement question is self-reported based on each individual's definition of literacy involvement.

A profile of "typical" public library involvement in literacy education would include activities from the literacy materials and literacy support services categories. Such a library would provide a collection of print materials for adult new readers and tutors and instructors. This collection would be supported with services in the reference department: referral of requests about literacy services, providing a central location for information on these services, and maintenance of information on literacy providers. Space is available for tutoring and classes, and the library provides tours and orientation for adult new readers. Publicity regarding the problem of illiteracy is carried out by the library, and librarians consult with other librarians on the issue of literacy. Table 3-1, in rank order, shows the most frequently offered services (50% or more offering the service).

TABLE 3-1

MOST FREQUENTLY OFFERED PUBLIC LIBRARY LITERACY ACTIVITIES

Activity	# responding	# providing	Percentage providing
Refer requests about literacy services to the appropriate literacy provider	786	692	88.0%
Maintain information about literacy providers in the area	786	627	79.8%
Provide literacy print materials for adult new readers in the library	790	549	69.5%
Consult with other libraries on literacy issues and services	785	487	62.0%
Have space that is regularly used for literacy tutoring or adult basic education or tutor training programs	785	482	61.4%
Provide literacy print materials for use by literacy tutors or instructors	790	458	58.0%
Provide the primary contact publicized telephone or number for information on literacy and referral of clients	785	450	57.3%
Publicize the problem of of illiteracy (e.g., public hearings, informational programs, library displays, news coverage)	783	447	57.1%
Provide library tours/ orientation for literacy students, tutors, or instructors	781	424	54.3%

Literacy activities also were examined by population using five categories: 25,000 or less; 50,000 or less; 75,000 or less; 100,000 or less; and over 100,000. The most widely offered services within each population-size group are the same as the overall pattern described in Table 1. The one exception was in the over 100,000 population group; "participation as a member of a coalition" replaced "primary contact for information on literacy" on the most offered list. The libraries serving 25,000 people or less have the lowest percentage on all activities; the remaining population groups have similar levels of participation.

The literacy activities offered by 10 to 50% of the libraries cross over all three function categories: literacy materials, literacy instruction, and literacy support services. In this grouping of less frequent activities, more types of materials are offered (e.g., audiovisuals and microcomputer software), bibliographies are produced, and other literacy collections are identified in the area. Libraries are members of literacy coalitions, and individual learners and tutors receive guidance. Instructional services are offered, ranging from training of library literacy tutors to offering continuing education on literacy for library staff. In the instructional category, libraries also support the training efforts of other literacy providers by recruiting students and tutors and participating in their tutor training programs.

Table 3-2 reports all the frequencies in the instructional category.

TABLE 3-2

INSTRUCTIONAL ACTIVITIES IN PUBLIC LIBRARIES

Activity	# responding	# providing	Percentage providing
Recruit adult students for other literacy providers	784	257	32.8%
Recruit tutors for other literacy providers	786	242	30.8%
Participate in training sessions for nonlibrary tutors	785	241	30.7%
Offer continuing education opportunities on literacy for library staff within the past two years	786	217	27.6%
Recruit adult students for a library-based literacy instructional program	785	215	27.4%
Recruit tutors for a library-based instructional program	785	197	25.1
Train library literacy tutors	787	152	19.3%
Evaluate progress of adult students	786	130	16.5%
Provide library-based literacy instruction at sites other than the library	787	119	15.1%
Participate in staff development programs for adult basic education instructors	782	98	12.5%

The least-offered services fall in the literacy materials area. The development of new literacy materials is being done in public libraries, but only in a limited way. The activities associated with development of new materials include design of microcomputer software, writing and production of books and pamphlets, and production of audiovisual materials. Producing print and audiovisual literacy materials is done primarily in libraries serving over 75,000 people. The other grouping of least-offered services is the provision of materials (print, audiovisual, and microcomputer software) in a facility other than the library. Table 3-3 shows the frequencies of the least offered literacy activities (offered by less than 10% of the libraries). In all population groupings, the least offered services correspond to the overall rankings in Table 3-3.

TABLE 3-3

PUBLIC LIBRARY LITERACY ACTIVITIES OFFERED INFREQUENTLY

Activity	# responding	# providing	Percentage providing
Provide literacy print materials for adult new readers at another facility	790	76	9.6%
Provide literacy print materials for use by literacy tutors or instructors in another facility	790	70	8.9%
Produce and distribute literacy print materials for adult new readers	789	61	7.7%
Provide microcomputers and software teaching basic skills for ESL readers at the library	787	60	7.6%
Provide literacy print materials for ESL readers in another facility	790	44	5.6%
Produce and distribute audiovisual materials for adult new readers	788	34	4.3%
Provide literacy audiovisual materials for tutors or instructors at another facility	786	25	3.2%
Write literacy print materials for adult new readers	789	25	3.2%
Develop basic skills microcomputer software for adult new readers	789	24	3.0%
Provide literacy audiovisual materials for adult new readers at another facility	786	19	2.4%
Develop basic skills microcomputer software for tutors or instructors	764	17	2.2%
Provide literacy audiovisual materials for ESL readers at another facility	786	13	1.7%
Develop basic skills microcomputer software for ESL readers	762	12	1.6%
Provide microcomputers and software teaching basic skills for tutors or instructors at another facility	787	9	1.1%

TABLE 3-3 continued

PUBLIC LIBRARY LITERACY ACTIVITIES OFFERED INFREQUENTLY

Activity	# responding	# providing	Percentage providing
Provide microcomputers and software teaching basic skills for adult new readers at another facility	787	9	1.1%
Provide microcomputers and software teaching basic skills for ESL readers at another facility	787	3	0.4%

PROGRAM CHARACTERISTICS

In order to provide more detail on the features of public library literacy programs, follow–on program description questionnaires were sent to public libraries who indicated involvement in adult literacy activities. A total of 246 public libraries returned usable questionnaires.

AGE OF PROGRAMS

The majority of public library literacy programs began in the 1980s, with over 50% starting since 1984. The earliest reported start–up date was 1963.

PLANNING AND EVALUATION

Planning for adult literacy programs in 1986 involved several groups of people. Planning was done by library staff with input from non–library agencies in 63.2% of the libraries (N=231). Input from other libraries (e.g., state library, library system) was used by 34.2%, while 17.7% developed their literacy plans with input from adult new readers. The library board was involved in 13.9% of the libraries. Library staff input affected the final plan the most (47.4% N=156); adult new readers had the least influence on the planning process. In 38% of the libraries (N=237), there is a written plan for literacy services. Most of the written plans are separate from the overall library plan (86.7% N=90). The separate written plans were primarily prepared for a grant application (88.5% N=78).

Evaluation of library literacy programs is conducted by fewer than half of the reporting libraries. The most frequent measures used in 1986 were for instructional services, with the number of tutors currently tutoring as the most frequently used (44.3% N=246).

TABLE 3-4

MOST FREQUENTLY USED EVALUATION MEASURES IN 1986

N = 246

Measure	# using	Percentage
Number of tutors tutoring	109	44.3%
Number of tutors trained	101	41.1%
Number of adult new learners recruited	94	38.2%
Number of times library is used as a site for tutoring, classes, or tours	86	35.0%
Number of tutor hours contributed	82	33.3%
Number of adult learners placed with agencies or tutors	78	31.7%
Number of hours of instruction for adult new learners	77	31.3%
Number of contacts made with other agencies about literacy	75	30.5%
Number of contacts from other agencies about literacy	62	25.2%
Number of adult new learners in instruction for an entire year	60	24.4%
Number of requests for service	60	24.4%
Annual circulation of print literacy materials	51	20.7%

The least used measures were in the use of literacy materials category. These measures included: number of uses of microcomputers, in–library use of literacy materials, annual circulation of audiovisual materials, and number of checkouts of equipment for use with literacy materials. This finding corresponds to the low incidence of microcomputers and audiovisual materials in public library literacy programs reported on the first–stage questionnaire.

FUNDING

During FY 1986, 30% of the libraries (N=237) had literacy funds specifically designated in their libraries' budgets. Libraries were asked to indicate the source for the largest percentage of literacy funds. The library budget provides the largest percentage of funding for the literacy program for 36.5% of the libraries (N=211). Federal funds supply the largest percentage for 31.3%. State funds accounted for the largest percentage for 21.3% of the libraries. Donations were identified as the greatest percentage by 8.1% of the libraries. The majority of funds during FY 1986 were used to purchase materials. An average of 36.5% of the budget is used for materials; the percentage spent for literacy materials ranged from zero to 95%. Library Service and Construction Act grants were used for start-up funds for 32.0% of the programs (N=219).

PERSONNEL

Literacy programs are assigned relatively little staff time and are often supported by volunteer efforts. Less than one hour of paid staff time per week was assigned to literacy activities during 1986 by 17.3% of the libraries (N=220). Ten hours or less were assigned per week by 58.2%. Twenty hours or more were assigned by 33.2% of the libraries. A coordinator for the literacy program is hired or appointed by 39.4% of the libraries (N=237). Of the libraries who have a literacy coordinator, 49.5% spend 20 hours or less per week on literacy activities (N=97).

Volunteers are used in literacy programs in 57.3% of the libraries (N=224). Volunteers contribute over 40 hours per week in 56.7% of the libraries (N=141).

COOPERATIVE ACTIVITIES

The public library literacy program is conducted in cooperation with other libraries in 67.3% of the libraries (N=245). Libraries cooperating in these programs include branch libraries (49.0%), other public libraries (29.8%), public library systems (21.6%), and community college libraries (13.1%). There is a low level of involvement with other types of libraries. This corresponds with the low level of involvement in literacy by other types of libraries.

Cooperation with non-library groups or agencies is prevalent in public library literacy programs (88.1% N=244). Public libraries primarily cooperated with volunteer literacy groups (69.3%), community college adult basic education programs (37.7%), adult education centers (26.2%), churches (15.6%), Retired Senior Volunteer Programs (13.1%), and business or industry (12.7%).

An organized literacy coalition exists in the communities of 63.9% of the libraries (N=242). Of the communities with a coalition, 93.5% of the libraries are members of that coalition (N=154). The majority of libraries joined the coalition since 1983 (85.7% N=140). This corresponds to the dates the coalitions were formed; 82.4% were formed since 1983 (N=136).

COLLECTIONS

The collections of literacy print materials contain a wide variety of topics, with the largest percentage owning basic reading and writing skills materials. Table 3-5 lists the types of print materials owned in rank order.

TABLE 3-5

PRINT LITERACY MATERIALS IN PUBLIC LIBRARIES

N = 237

Type of materials	# owning	Percentage
Basic reading and writing skills	226	95.4%
Survival/coping skills, e.g., health, consumer education	218	92.4%
Leisure reading, e.g., popular fiction, biography, sports	214	90.3%
Teaching/tutoring manuals	192	81.0%
Mathematics	178	75.1%
Humanities, e.g., literature, history	163	68.8%
Science	141	59.5%
English as a second language textbooks	140	59.1%

Audiovisual materials in the literacy collection are primarily audiocassettes and videocassettes. The majority of these audiovisual collections are small; 55.4% of those libraries with audiocassettes hold a total of 20 items or less (N=65). Another 23.1% of the libraries have audiocassette collections between 20 and 100 items. Twenty or fewer videocassettes are owned by 76.3% of the libraries with this format (N=59). The holdings in the other formats are limited. Table 3-6 lists the various audiovisual formats in literacy collections.

TABLE 3-6

AUDIOVISUAL LITERACY MATERIALS IN PUBLIC LIBRARIES

N = 246

Type of materials	# owning	Percentage
Audiocassettes	95	38.6%
Videocassettes	80	32.5%
Phonograph records	31	12.6%
16mm films	24	9.8%
Filmstrips	17	6.9%

Microcomputers are available for the literacy program in 39.2% of the libraries (N=240). These microcomputers are available to the general public on a first come–first serve basis in 50% of the libraries (N=94). Literacy program participants are given top priority in the use of general public microcomputers in 11.7% of the libraries and in 11.7% of the libraries, microcomputers are solely for the use of participants in the literacy programs. Staff and literacy participants share the use in 19.1% of the libraries.

Of those libraries with microcomputers, 45.7% offer basic skills software. Types of software offered includes: reading comprehension (100%), spelling (93.0%), writing (83.7%), and mathematics (65.1% N=43).

VARIABLES ASSOCIATED WITH LIBRARY INVOLVEMENT IN LITERACY

Descriptive statistics for variables related with *library involvement in literacy* are reported in Table 3-11 at the end of this Chapter.

COMMUNITY CONDITIONS

The development of library services is assumed to be a result of needs in the service community (e.g., Palmour, et al., 1980; McClure, et al., 1987). Working from this premise, selected community conditions were examined in relation to libraries involved in literacy education. As discussed in Chapters 1 and 2, the community conditions studied include *size of service community* (population), *type of community* (urban, urban-suburban, suburban, suburban-rural, rural), indicators of level of illiteracy (*ethnic diversity, English as a second language, poverty level,* and *education level*), and presence of *other literacy providers in the community*. These community variables were correlated with *level of literacy activity* (a total of all the literacy services offered) using Pearson's correlation coefficient. The significance level set is .05. Since *type of community* was a categorical variable, a Chi square test was used.

Only two of the variables are not significantly associated with literacy involvement: *poverty level* and *education level,* both indicators of the level of illiteracy in a community. The strongest relationship was between the presence of *other literacy activities in the community* and *level of literacy involvement*. The rest of the conditions—*population, ESL population,* and *ethnic diversity* of the community—were only weakly associated. Table 3-7 shows Pearson's correlation coefficients for the significant relationships.

TABLE 3-7

PEARSON CORRELATION COEFFICIENTS FOR COMMUNITY VARIABLES AND LEVEL OF LITERACY ACTIVITY

($p < .05$)

	Coefficient	N
POPULATION	.2518	662
ETHNIC DIVERSITY	.1971	653
ESL LEVEL	.1547	637
POVERTY LEVEL	n.s.	676
EDUCATION LEVEL	n.s.	676
OTHER LITERACY PROVIDERS	.5425	644

The relationship between *type of community* (e.g., urban, rural) was significant, although the strength of the relationship is low (Table 3-8). Suburban, suburban–rural, and rural account for the largest percentage of low involvement. Moderate involvement is primarily seen in urban and urban–suburban areas.

TABLE 3-8

CHI SQUARE FOR TYPE OF COMMUNITY AND LEVEL OF LITERACY ACTIVITY

$p < .05$

	LEVEL OF INVOLVEMENT				
TYPE OF COMMUNITY	Low	Moderate	High	Row Total	Row %
Urban	29	38	17	84	12.7%
Urban- Suburban	58	91	17	166	25.1%
Suburban	47	26	8	81	12.3%
Suburban- Rural	106	52	18	176	26.6%
Rural	112	35	7	154	23.3%
Total	352	242	67	661	
Column %	53.3%	36.6%	10.1%		100.0%

Chi square = 69.82177 with 8 degrees of freedom
Contingency coefficient = .30909

Examined as a group, the community conditions have little explanatory value. The exception to this would be the variable *presence of other literacy providers in the community.*

INSTITUTIONAL CHARACTERISTICS

In addition to community conditions, institutional or management characteristics may be related in involvement of a library in literacy education. The variables include: *revenue per capita, percent of donations received by the library, number of volunteer hours, number of revenue sources, total numbers of educational, outreach,* and *cooperative activities,* and *positive attitude toward library involvement in literacy.* These institutional variables were correlated with *level of literacy activity* using Pearson's correlation coefficient.

The strongest relationships are between *level of literacy involvement* and the total numbers of *educational, outreach,* and *cooperative activities* and *positive attitude. Number of volunteer hours* and *number of revenue sources* are weakly associated with *library involvement in literacy education.* Two of the variables were not associated with involvement: *revenue per capita* and *percent of donations.* Table 3-9 shows Pearson correlation coefficients for the institutional variables.

TABLE 3-9

PEARSON CORRELATION COEFFICIENTS FOR INSTITUTIONAL VARIABLES AND LEVEL OF LITERACY ACTIVITY

($p < .05$)

	Coefficient	N
REVENUE PER CAPITA	n.s.	598
PERCENT OF DONATIONS	n.s.	562
NUMBER OF VOLUNTEER HOURS	.2153	618
NUMBER OF REVENUE SOURCES	.3362	639
TOTAL EDUCATIONAL ACTIVITIES	.5230	673
TOTAL OUTREACH ACTIVITIES	.5483	673
TOTAL COOPERATIVE ACTIVITIES	.6001	675
POSITIVE ATTITUDE	.5505	598

Examined as a group, the institutional characteristics have greater explanatory value than community conditions. *Positive attitude toward the public library role in literacy* and the existence of other activities similar to literacy in the library have substantial relationships with public library *involvement in literacy education.*

REPUTATIONAL SAMPLE

A reputational sample, made up of public libraries known to be involved in literacy (see Chapter 2), was included in the study because of an anticipated low incidence of involvement in literacy by public libraries . Since there was a higher than expected incidence of library involvement in literacy in the stratified random sample, the reputational sample was used to supplement and validate the results from the stratified random sample.

Analysis of the data revealed the same patterns as those established in the public library sample. The most frequently offered literacy services in the reputational sample parallel the public library sample, except that the level of participation, as expected, is higher for the reputational sample. The level of intensity was markedly higher in the evaluation measures used. In almost all of the most frequently used evaluation measures, the percentage of reputational libraries was double the percentage in the sample.

Overall, the profile that resulted from the reputational sample confirms the patterns seen in the stratified, random sample of public libraries.

FUTURE

Of the libraries who felt they were not currently involved in literacy, 48.5% indicated that they were considering future involvement in literacy activities (N=355). The most common reasons given for this increased involvement were: the library had applied for literacy funding, the library became aware of the need, the library had requests from other agencies to participate, and staff commitment to literacy education in the library. The strategies to be used by these libraries included working with local literacy providers, building collections, applying for funding, and gathering more information on how to be involved in literacy.

Among the libraries who indicated they were involved in library literacy activities, 80.8% indicated that it was possible that they would expand their current literacy services (N=438). The most frequently cited reasons for this increased involvement were: existence of outside funding, increased demand, increased awareness of board and staff, and program expansion to new service areas. Activities that were cited for expansion were: purchase of more materials, offering services in additional sites, seek outside funding, improve publicity and recruitment, and cooperation with local providers.

TABLE 3-10

FREQUENCIES ON PUBLIC LIBRARY LITERACY ACTIVITIES

Activity	N	Frequency	Percent
LITERACY MATERIALS			
Print materials for adult new readers in library	790	549	69.5%
Print materials for adult new readers in another facility	790	76	9.6%
Print materials for ESL in library	790	359	45.4%
Print materials for ESL in another facility	790	44	5.6%
Print materials for tutors in library	790	458	58.0%
Print materials for tutors in another facility	790	70	8.9%
Audiovisual materials for adult new readers in library	786	213	27.1%
AV materials for adult new readers in another facility	786	19	2.4%
AV materials for ESL in library	786	197	25.1%
AV materials for ESL in another facility	786	13	1.7%
AV materials for tutors in library	786	188	23.9%
AV materials for tutors in another facility	786	25	3.2%
Microcomputers/software for adult new readers in library	787	126	16.0%
Micro/software for adult new readers in another facility	787	9	1.1%
Micro/software for ESL in library	787	60	7.6%

TABLE 3-10 continued

FREQUENCIES ON PUBLIC LIBRARY LITERACY ACTIVITIES

Activity	N	Frequency	Percent
LITERACY MATERIALS continued			
Micro/software for ESL in another facility	787	3	0.4%
Micro/software for tutors in library	787	95	12.1%
Micro/software for tutors in another facility	787	9	1.1%
Develop software for adult new readers	789	24	3.0%
Develop software for ESL	762	12	1.6%
Develop software for tutors	764	17	2.2%
Compile bibliographies	790	277	35.1%
Write literacy materials	789	25	3.2%
Produce literacy print materials	789	61	7.7%
Produce literacy AV materials	788	34	4.3%
Provide a research collection	783	249	31.8%
Identify literacy collections in the area	788	277	35.2%
Provide a demonstration collection	789	208	26.4%
LITERACY INSTRUCTION			
Train library literacy tutors	787	152	19.3%
Participate in nonlibrary tutor training	785	241	30.7%
Participate in ABE staff development	782	98	12.5%
Recruit library literacy tutors	785	197	25.1%

TABLE 3-10 continued

FREQUENCIES ON PUBLIC LIBRARY LITERACY ACTIVITIES

Activity	N	Frequency	Percent
LITERACY INSTRUCTION continued			
Recruit nonlibrary literacy tutors	786	242	30.8%
Recruit students for library program	785	215	27.4%
Recruit students for nonlibrary program	784	257	32.8%
Evaluate student progress	786	130	16.5%
Provide library-based instruction at another location	787	119	15.1%
Library offered CE on literacy for staff	786	217	27.6%
LITERACY SUPPORT SERVICES			
Provide space for tutoring	785	482	61.4%
Publicity about literacy providers	784	344	43.9%
Publicity about literacy problem	783	447	57.1%
Maintain information on literacy providers	786	627	79.8%
Provide central literacy phone number	785	450	57.3%
Refer requests to literacy providers	786	692	88.0%
Follow-up on referrals	783	117	14.9%
Provide library tours	781	424	54.3%
Member of literacy coalition	780	386	49.5%
Coordinate literacy effort in community	785	104	13.2%

TABLE 3-10 continued

FREQUENCIES ON PUBLIC LIBRARY LITERACY ACTIVITIES

Activity	N	Frequency	Percent
LITERACY SUPPORT SERVICES continued			
Library funds support local literacy efforts	779	202	25.9%
Administer funds for local literacy efforts	784	118	15.1%
Consult with other libraries on literacy	785	487	62.0%
Provide support service to learners	784	346	44.1%

TABLE 3-11

PUBLIC LIBRARY VARIABLES

Variable	N	Mean	Standard Deviation
Population served	773	146258.85	312854.15*
Ethnic diversity	765	17.36%	19.37
English as a second language level	735	6.35%	12.84
Poverty level	793	66.82%	11.90
Educational level	793	12.28%	6.90
Number of community literacy activities	752	1.92	1.39
Revenue per capita	687	$13.27	19.37
Percent of donations	639	6.10%	14.49
Number of volunteer hours	721	2709.75	7681.59
Number of revenue sources	743	3.78	1.38
Total educational activities	789	2.63	1.31
Total outreach activities	789	2.78	1.53
Total cooperative activities	791	5.01	2.91
Positive attitude index	694	6.07	1.77
Total literacy activities	676	13.62	9.53

Type of community	N = 777	
Urban	98	12.6%
Urban-suburban	192	24.7%
Suburban	99	12.7%
Suburban-rural	197	25.3%
Rural	191	24.6%

*The relatively large standard deviations for variables such as *population served* and *number of volunteer hours* are due to the large ranges found for those variables.

CHAPTER FOUR

COMMUNITY COLLEGE/TECHNICAL SCHOOL LIBRARIES

AMOUNT AND TYPE OF LITERACY ACTIVITIES

Community college libraries were asked whether they provided literacy services in three areas: literacy materials, literacy instruction, and literacy support services. The types of literacy activity are reported here in terms of their frequency as a description of community college library involvement in literacy education. The number of types of activities checked by a library is then also used to form the variable *library involvement in literacy*.

Community college libraries report involvement in all 52 of the activities asked about in the questionnaire. When examining the activities by their area, literacy support services was the prevalent group, with literacy materials receiving the secondary emphasis. Activities in the literacy instruction area were reported rarely. A table of frequencies of literacy activities by the categories, literacy materials, literacy instruction, and literacy support services, is at the end of this chapter in Table 4.

The variable *library involvement in literacy.*was measured by the total number of activities reported by a library. The maximum score possible is 52; the highest actual total is 42.

The frequencies on the *library involvement in literacy* score for the community college/technical school libraries indicate that there is low or no involvement by almost 50% of the respondents. Of 428 libraries responding, 49.3% reported fewer than 3 literacy activities; 18.0% reported offering no literacy activities. Moderate involvement in literacy, 3 to 13 activities, was reported by 38.8%. Twelve per cent were in the relatively high involvement category of over 13 activities.

The definition used in this study for level of involvement is based on the responses to questions on literacy activities which ask about actual behavior. When asked for a judgment about future involvement in literacy, 84.9% indicated that they were not currently involved (question 58). The noninvolvement question is self-reported based on each individual respondent's definition of literacy involvement.

Table 4-1 reports the 10 most frequently reported activities. Clearly the most frequently reported literacy activities are in the literacy support services area. The only activity reported by more than 50% of the libraries was referring requests about literacy services to the appropriate provider. The next three activities are also literacy support services: maintaining information about literacy providers, giving library tours or orientation programs, and providing materials in the support of staff development for instructors. The next most frequent set of activities are from the literacy materials area:

providing print and audiovisual materials for use by adult new readers/learners, English as a second language learners, and tutors or instructors. These materials–oriented services are offered by less than 25% of the responding libraries.

TABLE 4-1

MOST FREQUENTLY OFFERED COMMUNITY COLLEGE/TECHNICAL SCHOOL LIBRARY LITERACY ACTIVITIES

Activity	N*	# providing	Percentage providing
Refer requests about literacy services to the appropriate literacy provider	423	235	55.6%
Provide library tours/orientation for literacy/adult basic education (ABE) learners,tutors, or instructors	422	220	52.1%
Maintain information about literacy providers in the area	260	103	39.6%
Develop and distribute publicity about providers of literacy services	154	45	29.2%
Provide literacy/ABE print materials for adult new readers/learners in the library	424	123	29.0%
Provide the primary contact or publicized telephone number for information on literacy and referrals of clients	155	43	27.7%
Publicize the problem of illiteracy	155	40	25.8%
Provide materials for the staff development of literacy/ABE instructors or tutors	423	106	25.1%
Participate in staff development programs for adult basic education instructors	153	37	24.2%
Provide literacy/ABE audiovisual materials for adult new readers/learners in the library	421	98	23.3%
Consult with other libraries on literacy issues and services	154	33	21.4%

*The Ns vary because respondents were able to skip from Question #27 to the end of the questionnaire if they did not participate in any other literacy activities.

PROGRAM CHARACTERISTICS

In order to provide more detail on the features of community college library literacy programs, follow–on program description questionnaires were sent to community college libraries who indicated involvement in adult literacy activities. Since only 16 community college libraries returned usable questionnaires, and the community college libraries differ in their conditions and programs, it was not sensible to base conclusions on those responses.

VARIABLES ASSOCIATED WITH LIBRARY INVOLVEMENT IN LITERACY

COMMUNITY CONDITIONS

The mandate of many community colleges to be responsive to their communities suggests that amount of involvement in literacy education may be in part based on community conditions. As discussed in Chapters 1 and 2, the community conditions studied include *size of service community* (population), *type of community* (urban, urban–suburban, suburban, suburban–rural, rural), indicators of level of illiteracy (*ethnic diversity, English as a second language, poverty level,* and *education level*), and presence of *other literacy providers in the community*. For this sample, *ethnic diversity in the college* and *English as a second language in the college* were also used to examine whether these characteristics in the college population would relate with the amount of literacy activity. These community variables were all correlated with *level of literacy activity* (a total of all the literacy services offered) using Pearson's correlation coefficient. The significance level set is .05. Since *type of community* is a categorical variable, a Chi square test is used.

Only two of the variables are not significantly associated with literacy involvement: *English as a second language in the community* and *English as a second language in the college.* The strongest relationship was between the presence of *other literacy activities in the community* and level of literacy involvement. The rest of the conditions—*population, ethnic diversity in the community,* and *ethnic diversity in the college*—were only weakly associated. Table 4-2 shows Pearson's correlation coefficients for the significant relationships.

TABLE 4-2

PEARSON CORRELATION COEFFICIENTS FOR COMMUNITY VARIABLES AND LEVEL OF LITERACY ACTIVITY IN COMMUNITY COLLEGE LIBRARIES

$(p < .05)$

	Coefficient	N
POPULATION	.201	403
ETHNIC DIVERSITY IN THE COMMUNITY	.204	428
ETHNIC DIVERSITY IN THE COLLEGE	.167	428
ESL LEVEL IN THE COMMUNITY	n.s.	381
ESL LEVEL IN THE COLLEGE	n.s.	409
OTHER LITERACY PROVIDERS	.319	428

The relationship between *type of community* (e.g., urban, rural) was not significant when tested with a Chi square.

Examined as a group, the community conditions have little explanatory value. The exception to this would be the variable *presence of other literacy providers in the community.*

INSTITUTIONAL CHARACTERISTICS

In addition to community conditions, institutional or management characteristics may be related in involvement of a library in literacy education. The variables include: *revenue per capita, percent of donations received by the library, number of volunteer hours, number of revenue sources, total numbers of educational* and *cooperative activities,* and *positive attitude toward library involvement in literacy.* These institutional variables were correlated with *level of literacy activity* using Pearson's correlation coefficient.

The strongest relationships are between *level of literacy involvement* and the total numbers of *educational* and *cooperative activities. Number of revenue sources, revenue per capita,* and *positive attitude* are weakly associated with *library involvement in literacy education.* Two of the variables were not associated with involvement: *number of volunteer hours* and *percent of donations.* Table 4-3 shows Pearson correlation coefficients for the institutional variables.

TABLE 4-3

PEARSON CORRELATION COEFFICIENTS FOR INSTITUTIONAL VARIABLES AND LEVEL OF LITERACY ACTIVITY

($p < .05$)

	Coefficient	N
REVENUE PER CAPITA	.104	403
PERCENT OF DONATIONS	n.s.	391
NUMBER OF VOLUNTEER HOURS	n.s.	410
NUMBER OF REVENUE SOURCES	.221	428
TOTAL EDUCATIONAL ACTIVITIES	.418	428
TOTAL COOPERATIVE ACTIVITIES	.502	428
POSITIVE ATTITUDE	.246	424

Examined as a group, the institutional characteristics have greater explanatory value than community conditions. The existence of other activities similar to literacy in the library have substantial relationships with community college *library involvement in literacy education.*

FUTURE

Of the libraries who felt they were not currently involved in literacy, 26.2% indicated that they were considering future involvement in literacy activities (N=366). The most common reason given for this increased involvement was that there was increased awareness and interest of the community college or technical school in literacy (9.2% of 366). Other reasons cited were expected increases in funding and new programs under development or being implemented. There was no clear pattern to the strategies that might be used in becoming more involved. The most frequent strategy was increase of library involvement in acquisitions and staff training.

Among the libraries who indicated they were involved in library literacy activities, 59.4% indicated that it was possible that they would expand their current literacy services (N=64). The most frequently cited reasons for this increased involvement were: increased interest of the college in addressing literacy and expectations of increased funding. The small number (16) of community college libraries suggesting possible ways of increasing involvement has no consistent pattern of response.

TABLE 4-4

FREQUENCIES ON COMMUNITY COLLEGE/TECHNICAL SCHOOL LIBRARY LITERACY ACTIVITIES

Activity	N	Frequency	Percent
LITERACY MATERIALS			
Print materials for adult new readers in library	424	123	29.0%
Print materials for adult new readers another facility	425	60	14.1%
Print materials for ESL in library	425	72	16.9%
Print materials for ESL in another facility	425	73	17.2%
Print materials for tutors in library	425	72	16.9%
Print materials for tutors in another facility	424	70	16.5%
Audiovisual materials for adult new readers in library	421	98	23.3%
AV materials for adult new readers in another facility	422	41	9.7%
AV materials for ESL in library	422	60	14.2%
AV materials for ESL in another facility	422	54	12.8%
AV materials for tutors in library	422	70	16.6%
AV materials for tutors in another facility	422	50	11.8%
Microcomputers/software for adult new readers in library	289	46	15.9%
Micro/software for adult new readers in another facility	290	27	9.3%
Micro/software for ESL in library	290	23	7.9%

TABLE 4-4 continued

FREQUENCIES ON COMMUNITY COLLEGE/TECHNICAL SCHOOL LIBRARY LITERACY ACTIVITIES

Activity	N	Frequency	Percent
LITERACY MATERIALS continued			
Micro/software for ESL in another facility	290	29	10.0%
Micro/software for tutors in library	290	31	10.7%
Micro/software for tutors in another facility	290	30	10.3%
Develop software for adult new readers	100	19	19.0%
Develop software for ESL	137	13	9.5%
Develop software for tutors	138	17	12.3%
Compile bibliographies	141	21	14.9%
Write literacy materials	143	19	13.3%
Produce literacy print materials	143	10	7.0%
Produce literacy AV materials	143	7	4.9%
Provide a research collection of more than 50 print titles	142	14	9.86%
Provide a research collection of more than 10 audiovisual titles	141	15	10.6%
Identify literacy collections in the area	142	21	14.8%
Provide a demonstration collection	142	26	18.3%

TABLE 4-4 continued

FREQUENCIES ON COMMUNITY COLLEGE/TECHNICAL SCHOOL LIBRARY LITERACY ACTIVITIES

Activity	N	Frequency	Percent
LITERACY INSTRUCTION			
Train library literacy tutors	146	16	11.0%
Participate in nonlibrary tutor training	153	18	11.8%
Participate in ABE staff development	153	37	24.2%
Recruit library literacy tutors	154	31	20.1%
Recruit nonlibrary literacy tutors	154	18	11.7%
Recruit students for library program	154	17	11.0%
Recruit students for nonlibrary program	154	19	12.3%
Evaluate student progress	154	23	15.0%
Provide library-based instruction at another location	154	20	13.0%
Library offered CE on literacy for staff	153	21	13.7%
LITERACY SUPPORT SERVICES			
Provide space for tutoring	152	38	25.0%
Publicity about literacy providers	154	45	29.2%
Publicity about literacy problem	155	40	25.8%
Maintain information on literacy providers	260	103	39.6%
Provide central literacy phone number	155	43	27.7%
Refer requests to literacy providers	423	235	55.6%

TABLE 4-4 continued

FREQUENCIES ON COMMUNITY COLLEGE/TECHNICAL SCHOOL LIBRARY LITERACY ACTIVITIES

Activity	N	Frequency	Percent
LITERACY SUPPORT SERVICES continued			
Follow-up on referrals	155	22	14.2%
Provide library tours	422	220	52.1%
Member of literacy coalition	155	26	16.8%
Coordinate literacy effort in community	154	15	9.7%
Library funds support local literacy efforts	155	9	5.8%
Consult with other libraries on literacy	154	33	21.4%
Provide materials for staff development of instructors or tutors	423	106	25.1%

CHAPTER FIVE

STATE INSTITUTION LIBRARIES

LITERACY ACTIVITIES

The type of state institution libraries responding to the questionnaire were those serving:

1) the imprisoned (66.2%) and

2) the mentally handicapped (24.5%, N=278).

Fifty percent of the libraries were in institutions serving fewer than 630 residents and staff, the smallest serving 32 and the largest serving 12,250. Literacy instruction was available for residents in 69.8% of the institutions (N=275). Institution libraries offered all of the 49 literacy activities included on the state institution questionnaire.

The most frequently offered activities fall primarily in the categories of literacy materials and literacy support services. A table of frequencies of literacy activities by the roles: literacy materials, literacy instruction, and literacy support services are in Table 6 at the end of this chapter. The variable *level of involvement in literacy* was measured by the total number of activities conducted by a library. The maximum score for *level of involvement in literacy* in state institution libraries is 32 out of 49 possible activities. When involvement is broken into levels, 70.4% had low involvement (fewer than ten activities); 57.5% of the low–involved group offered no literacy services (N=280). Moderate involvement (10 to 18 activities) was found in 19.2% of the libraries, and 10.4% had a high level of involvement (19 to 32 activities). There is no statistically significant difference between type of institution (e.g., prison, hospital) and level of literacy involvement (Chi square non–significant).

For those institution libraries involved in literacy, a profile of literacy services includes activities from the literacy materials and literacy support services roles. The services offered include referral to appropriate providers, consultation with other libraries, and library tours. The collection serves primarily the adult new reader with print and audiovisual materials. In addition, the library identifies other resources outside the institution collection. While the libraries are a primary provider of materials, the literacy services are provided cooperatively with other literacy providers. This profile of a "typical" institution library literacy program does not vary among types of institutions. Table 5-1 lists in rank order the most frequently offered literacy activities.

TABLE 5-1

MOST FREQUENTLY OFFERED INSTITUTION LIBRARY LITERACY ACTIVITIES

Activity	# responding	# providing	Percentage providing
Refer requests about literacy services to the appropriate literacy provider	279	94	33.7%
Provide literacy print materials for adult new readers in the library	277	93	33.6%
Maintain information about literacy providers in the area	279	67	24.0%
Consult with other libraries on literacy issues and services	279	63	22.6%
Identify literacy collection in the area	278	61	21.9%
Provide audiovisual materials for adult new readers in the library	279	59	21.2%
Provide literacy print materials for use by literacy tutors or instructors	277	54	19.5%
Provide library tours/orientation for literacy students, tutors, or instructors	277	54	19.5%
Compile bibliographies of literacy materials available from the library	277	47	17.0%

The least offered literacy services in institution libraries are primarily in the literacy materials areas. Institution libraries are unlikely to be involved in developing literacy materials, and they have a limited role in community-wide literacy activities. Table 5-2 shows the frequencies of the activities that are offered by less than 5% of the libraries.

TABLE 5-2

INSTITUTION LIBRARY LITERACY ACTIVITIES OFFERED INFREQUENTLY

Activity	# responding	# providing	Percentage providing
Write literacy print materials for adult new readers	276	11	4.0%
Library funds support local literacy efforts	279	11	3.9%
Provide microcomputers and software teaching basic skills for ESL readers at the library	279	10	3.6%
Produce and distribute audiovisual materials for adult new readers	276	9	3.3%
Develop basic skills microcomputer software for tutors or instructors	259	9	3.5%
Develop basic skills microcomputer software for ESL readers	255	8	3.1%
Coordinate literacy effort in the community	278	6	2.2%

PROGRAM CHARACTERISTICS

Follow-on program description questionnaires returned by 34 institution libraries provide insight into the nature of the literacy programs.

AGE OF PROGRAM

The majority of the state institution library literacy programs have started since 1984. Of the 23 libraries responding, 65.2% started in the last three years. The earliest reported start-up date was 1971.

PLANNING AND EVALUATION

Planning for the library literacy programs is done principally by library staff (66.7% N=30). The plans also developed with input from non-library agencies (36.7%), adult new learners (20.0%), and other libraries (13.3%). For 47.1% of the libraries, input from non-library agencies has the most effect on the final plan; 41.2% said the library staff had the most influence (N=17). Three of the libraries have written plans for literacy services. Few institution libraries report use of evaluation measures in their programs, however all the measures listed were used in at least two libraries. The most frequently selected measure was "number of contacts made from other agencies about literacy" (10 libraries). Eleven libraries indicated that they monitored the progress of individuals registered for their library services.

FUNDING

Funds are rarely designated specifically for literacy in the library's budget (6.3%, N=32). Estimated expenditures for library literacy activities averages $3,110 for FY 1986. The smallest amount estimated was $100; the highest is $25,000. One thousand dollars or less is spent in 61.1% of the libraries (N=18). During FY 1986, for 32.0% of the libraries their funding for literacy came totally from the library's budget (N=25); 16.7% used only federal funds (N=24). During the last five years, the library budget provided the largest percentage of funding for 44.0%; federal funds provided the largest percentage for 32.0% (N=25). FY 1986 funds were used primarily for materials; 63% of the libraries used 100% of their literacy funds on materials (N=27). Fifty percent or more of the budget is used for materials in 81.5% of the libraries. No funds were used for staff in 77.8% of the libraries, and 70.4% did not spend money on equipment for their literacy program. Publicity and promotion received no financial support in 96.3% of the libraries.

PERSONNEL

During an average week in 1986, 71.4% of the libraries assigned ten hours or less of paid staff to library literacy activities (N=28). The highest number of hours reported was 100 a week; the lowest zero. Only three libraries hired or appointed a coordinator specifically for the literacy project. The staff assigned to literacy activities had an education-related background, such as adult, elementary, or secondary education. Volunteers were used in the literacy project by 29.4% of the libraries (N=34).

COOPERATIVE ACTIVITIES

Institution library literacy programs are conducted in cooperation with other libraries in only 29.4% of the cases (N=34), and that cooperation is primarily with other institution libraries (80.0% N=10). The programs are more likely to be conducted in cooperation with non-library groups or agencies (52.9%, N=34). Cooperating agencies are primarily volunteer literacy groups (50%) and community college adult basic education programs (33.3%, N=18). Awareness of community literacy coalitions was low; 34.4% did not know if such a coalition exists in their communities (N=32). Of the 43.8% of the communities that had coalitions, 42.9% of the institution libraries were members (N=14).

COLLECTIONS

The print literacy collections contain the entire range of literacy materials with leisure reading materials being owned by most institution libraries. Table 5-3 lists the types of print materials owned in rank order.

TABLE 5-3

PRINT LITERACY MATERIALS IN INSTITUTION LIBRARIES

N = 31

Type of materials	# owning	Percentage
Leisure reading, e.g., popular fiction, biography, sports	28	90.3%
Survival/coping skills, e.g., health, consumer education	26	83.9%
Basic reading and writing skills	25	80.6%
Humanities, e.g., literature, history	23	74.2%
Mathematics	21	67.7%
Science	17	54.8%
Teaching/tutoring manuals	17	54.8%
English as a second language textbooks	10	32.3%

The print collection size is 200 or fewer volumes in 60.6% of the libraries. The range of collection size is from zero to 20,600 volumes.

Minimal audiovisual literacy materials are available in these libraries. Audiocassettes are owned by 41.2% of the libraries (N=34); 50% of those libraries have 25 or fewer audiocassettes. Videocassettes used in literacy are contained in 26.5% of the libraries (N=34); 55.6% of these libraries hold ten or fewer video titles (N=9). Microcomputers are available for the literacy program in 29.4% of the libraries (N=34). There was no pattern regarding policies for use of the microcomputers by literacy participants. Software was available in four content areas: mathematics (100%), spelling (100%), reading comprehension (90%), and writing (60%, N=10).

VARIABLES ASSOCIATED WITH LIBRARY INVOLVEMENT IN LITERACY

COMMUNITY CONDITIONS

For institution libraries, the "community conditions" refer primarily to the institution's characteristics that might affect the library's involvement in literacy education. For institutions, these variables were *type of client served, size of population served* (residents and staff), *ethnic diversity within the institution population, percentage of institution population for whom English is a second language,* and the *presence of literacy instruction for residents.* In addition, one outside variable was examined: *number of community literacy activities.* This variable was chosen because it was expected that institutional literacy services would be offered cooperatively with community literacy providers. Only two of the community variables were related to institution library involvement in literacy. *Number of community literacy activities* has a weak relationship with literacy involvement ($r=.1802$, $p<.05$, $N=176$). *Presence of literacy instruction within the institution* was significantly associated with institution *library involvement in literacy* (see Table 5-4).

TABLE 5-4

CHI SQUARE FOR INSTITUTION AND LIBRARY INVOLVEMENT IN LITERACY

$p < .05$

		LIBRARY INVOLVEMENT			
		No	Yes	Total	Row %
INSTITUTION	No	66	15	81	30.3%
INVOLVEMENT	Yes	91	95	186	69.7%
Total		157	110	267	
Column %		58.8%	41.2%	100.%	

Chi square = 26.16200 with 1 degree of freedom

Contingency coefficient = .29474

For the variables *size of population served*, *ethnic diversity*, and *ESL level*, the Pearson correlation coefficients were non–significant. For *type of clients served*, the Chi square was non–significant. As a group, these variables do not account for an institution library's *involvement in literacy education.*

LIBRARY CHARACTERISTICS

Institution library involvement in literacy activities also may be explained by a group of library characteristics. The library variables studied were: *revenue per capita, number of funding sources used, percent of budget from donations, amount of volunteer hours, positive attitude toward library involvement in literacy,* and the *existence of other educational activities in the library.* A statistically significant relationship was found between three of the library variables and total literacy activities. The strongest relationships were between *involvement in literacy education* and *existence of other library educational activities* and a *positive attitude toward institution library involvement in literacy.* Although significant, the relationship between *number of funding sources* and *literacy involvement* is weak. Table 5-5 shows the Pearson correlation coefficients for library characteristics.

TABLE 5-5

PEARSON CORRELATION COEFFICIENTS FOR LIBRARY VARIABLES AND LEVEL OF LITERACY ACTIVITY

($p < .05$)

	Coefficient	N
REVENUE PER CAPITA	n.s.	176
PERCENT OF DONATIONS	n.s.	176
NUMBER OF VOLUNTEER HOURS	n.s.	176
NUMBER OF REVENUE SOURCES	.1724	176
TOTAL EDUCATIONAL ACTIVITIES	.5184	270
POSITIVE ATTITUDE	.2819	243

FUTURE

Of the libraries reporting they were *not* currently involved in literacy programming, 187 libraries, 57%, that is 107 libraries, report that it is unlikely they will become involved. Among the 80 libraries reporting that it is possible or very likely to become involved, 14 libraries report they are presently developing programs, 24 report they expect to receive funding for adult literacy programming, and 25 state there is a clear need for a program and there are staff interested in providing such programming. The majority of these libraries were located in correctional institutions. Training staff tutors and acquiring materials for tutors and students are the activities most likely to be pursued.

Among the ninety (90) libraries reporting they are already involved in adult literacy programming, 66%, that is 69 libraries, report that it is possible or very likely they will increase their literacy involvement. Thirty-three of those libraries reporting state the likely increased involvement will be due to the availability of additional funding or increased interest by institutional staff. Similarly to their counterparts in institutional libraries without literacy programs, they will proceed by acquiring additional materials for the literacy program.

Based upon national news reports, the personal knowledge of the advisory group and project staff, and corroborated by the survey results, it is expected that correctional institutions in the United States will be increasing efforts in adult literacy education. It appears that the degree to which the libraries will be involved in this increased programming will be due principally to their internal structural relationship to the educational programs within the institutions. Because literacy programs are most often assigned to the educational unit in the institution and because the library is not always a partner in the education program, correctional institution libraries wishing to become involved in literacy education will need to take a proactive stance toward involvement.

TABLE 5-6

FREQUENCIES ON STATE INSTITUTION LIBRARY LITERACY ACTIVITIES

Activity	N	Frequency	Percent
LITERACY MATERIALS			
Print materials for adult new readers in library	277	93	33.6%
Print materials for adult new readers at another location in your institution	277	41	14.8%
Print materials for ESL in library	277	39	14.1%
Print materials for ESL at another location in your institution	277	24	8.7%
Print materials for tutors in library	277	54	19.5%
Print materials for tutors at another location in your institution	277	36	13.0%
Audiovisual materials for adult new readers in library	279	59	21.1%
AV materials for adult new readers at another location in your institution	279	26	9.3%
AV materials for ESL in library	279	26	9.3%
AV materials for ESL at another location in your institution	279	19	6.8%
AV materials for tutors in library	279	32	11.5%
AV materials for tutors at another location in your institution	279	24	8.6%
Microcomputers/software for adult new readers in library	279	27	9.7%

TABLE 5-6 continued

FREQUENCIES ON STATE INSTITUTION LIBRARY LITERACY ACTIVITIES

Activity	N	Frequency	Percent
LITERACY MATERIALS (continued)			
Micro/software for adult new readers at another location in your institution	279	26	9.3%
Micro/software for ESL in library	279	10	3.6%
Micro/software for ESL at another location in your institution	279	17	6.1%
Micro/software for tutors in library	279	18	6.5%
Micro/software for tutors at another location in your institution	279	16	5.7%
Develop software for adult new readers	263	19	7.2%
Develop software for ESL	255	8	3.1%
Develop software for tutors	259	9	3.5%
Compile bibliographies	277	47	17.0%
Write literacy materials	276	11	4.0%
Produce literacy print materials	276	20	7.2%
Produce literacy AV materials	276	9	3.3%
Provide a research collection	277	34	12.7%
Identify literacy collections in the area	278	61	21.9%
Provide a demonstration collection	277	42	15.2%

TABLE 5-6 continued

FREQUENCIES ON STATE INSTITUTION LIBRARY LITERACY ACTIVITIES

Activity	N	Frequency	Percent
LITERACY INSTRUCTION			
Train library literacy tutors	278	16	5.8%
Participate in nonlibrary tutor training	278	25	9.0%
Participate in ABE staff development	278	44	15.8%
Recruit library literacy tutors	279	25	9.0%
Recruit non-library literacy tutors	278	21	7.6%
Recruit students for library program	279	33	11.8%
Recruit students for nonlibrary program	278	27	9.7%
Evaluate student progress	279	32	11.5%
Provide library-based instruction at another location in your institution	279	28	10.0%
Library offered CE on literacy for staff	279	29	10.4%
LITERACY SUPPORT SERVICES			
Provide space for tutoring	279	41	14.7%
Publicity about literacy providers	279	24	8.6%
Publicity about literacy problem	279	37	13.3%
Maintain information on literacy providers	279	67	24.0%

TABLE 5-6 continued

FREQUENCIES ON STATE INSTITUTION LIBRARY LITERACY ACTIVITIES

Activity	N	Frequency	Percent
LITERACY SUPPORT SERVICES (continued)			
Refer requests to literacy providers	279	94	33.7%
Follow-up on referrals	276	34	12.3%
Provide library tours	277	54	19.5%
Member of literacy coalition	278	18	6.5%
Coordinate literacy effort in community	278	6	2.2%
Library funds support local literacy efforts	279	11	11.0%
Consult with other libraries on literacy	279	63	22.6%

TABLE 7

DESCRIPTIVE STATISTICS ON STATE INSTITUTION LIBRARY VARIABLES

Variable	N	Mean	Standard Deviation
Population served	271	1044.63	2659.79
Ethnic diversity	257	41.37%	35.44
English as a second language level	236	5.86%	11.87
Number of community literacy activities	280	1.20	1.27
Revenue per capita	184	$30.18	40.03
Percent of donations	204	17.35%	25.35
Number of volunteer hours	263	102.49	344.95
Number of revenue sources	280	1.76	1.02
Total educational activities	275	1.49	1.48
Positive attitude index	243	5.92	2.13
Total literacy activities	243	5.89	7.98

Primary clients	N = 277
Imprisoned	184
Mentally handicapped	68
Physically handicapped	3
Patients requiring skilled nursing care	5
Other	17

CHAPTER SIX

STATE LIBRARY AGENCIES

LITERACY ACTIVITIES

State library agencies are involved in all 39 of the literacy activities identified in the questionnaire. Literacy support services was the most prevalent activity category, with six of 11 activities offered by over 75% of the state library agencies. A table of frequencies of literacy activities by the categories literacy materials, literacy instruction, literacy support services, and funding is at the end of this chapter in Table 6-3.

The variable *level of involvement in literacy* was measured by the total number of literacy activities conducted by a state library agency. The values of total literacy activities ranged from 3 to 28. There is a low level of literacy involvement (6 or fewer activities) in 12.8% of the state library agencies (N=47). A moderate level of involvement (7 to 20 activities) is found in 74.5% of the libraries, while high involvement (over 20 activities) occurred in 12.8% of the state library agencies.

The most frequently offered literacy activities by a state library agency vary considerably from other types of libraries, especially in the literacy materials category. Given their state–wide library development role, it is to be expected that the primary literacy activities are in the literacy support services area. The ten most frequently offered literacy activities in state agencies are listed in rank order in Table 6-1.

TABLE 6-1

MOST FREQUENTLY OFFERED STATE LIBRARY AGENCY LITERACY ACTIVITIES

N = 47

Activity	Frequency	Percentage
Maintain information about literacy providers in the area	44	93.6%
Consult with other agencies on literacy	43	91.5%
Refer requests about literacy services to the appropriate literacy provider	41	87.2%
Provide advice and guidance on use of literacy materials and services	40	87.0%
Participate as a member of literacy coalition	39	83.0%
Publicize the problem of illiteracy	37	78.7%
Offer continuing education on literacy for librarians and trustees	35	76.1%
Provide literacy print materials for use by literacy tutors or instructors	19	67.9%
Provide literacy audiovisual materials for use by literacy tutors or instructors	19	67.9%
Provide a research collection on the topic of adult literacy	24	64.9%

The least offered activities are in the literacy materials area. As is the case with other types of libraries, development of literacy materials is rarely done in state library agencies. In particular, no state library agency reported developing basic skills microcomputer software for any audience.

Federal funds are awarded to local libraries for literacy programs by 65.2% of the state library agencies (N=46). State literacy funds are awarded to libraries by 17.8% of the agencies. Literacy funding within the state library agencies' total FY 1986 revenue is limited. No literacy funding is available in 43.6% of the agencies (N=39). One percent or less is spent by 66.7% of the agencies. The highest percentage reported was 10.0%.

VARIABLES ASSOCIATED WITH INVOLVEMENT

Two variables were examined for their relationship to state library agency involvement in literacy education: presence of a state–level library literacy effort and a series of attitude statements relating to the role of the state library in literacy efforts. There is a state–level library–involved literacy effort in 76.6% of the states (N=47), and, as Table 6-2 shows, the *level of literacy involvement* is significantly related to *state–wide library literacy effort.*

TABLE 6-2

CHI SQUARE FOR PRESENCE OF STATE–LEVEL LITERACY EFFORT
AND LEVEL OF LITERACY ACTIVITY

$p < .05$

	LEVEL OF INVOLVEMENT				
STATE–LEVEL LITERACY EFFORT	Low	Moderate	High	Row Total	Row %
No	4	7	0	11	23.4%
Yes	2	28	6	36	76.6%
Total	6	35	6	47	
Column %	12.8%	74.8%	12.8%		100.0%

Chi square = 8.324 with 2 degrees of freedom
Contingency coefficient = .388

Both of the attitude statements that asked for a rating of the importance of agency's literacy efforts in relation to other agency activities are positively associated with *total number of literacy activities* —respondent's rating (r=.357, $p<.05$, N=47); respondent's estimate of the supervising office's rating (r=.295, $p<.05$, N=46).

FUTURE

Of the eleven state library agencies reporting that they are not involved in adult literacy education, only one stated it was *not likely* that it would become involved. Of the ten agencies likely or very likely to become involved, seven reported the likely involvement would be due to the availability of funds. Two reported that there was a growing concern about adult literacy education in several state government units and that growing concern supported their involvement.

In describing the types of activities the presently not–involved agencies might undertake, cooperating with other state agencies topped the list with four such responses. Other possible activities included developing demonstration collections.

Thirty-six state library agencies reported they were involved in adult literacy education. Six stated it was unlikely they would become more involved; however, fourteen reported that it was possible they would increase their involvement, while sixteen stated increased involvement was very likely.

Again, availability of funds is the primary reason for increased involvement. It was mentioned by ten respondents. Other motivating factors for increased involvement included the interest of staff members (two mentions) and increasing state government interest (five mentions).

Twenty-four of the respondents who are already involved and expect to increase their involvement did not state what types of activities they would increase or add to their adult literacy education activities. The most reported activity (by three agencies) was training librarians to be tutor trainers. Other activities mentioned include publicity, joining literacy coalitions, and providing technical assistance to local libraries for their adult literacy program development, including developing a demonstration collection of materials for students and their tutors.

TABLE 6-3

FREQUENCIES ON STATE LIBRARY AGENCY LITERACY ACTIVITIES

Activity	N	Frequency	Percent
LITERACY MATERIALS			
Print materials for adult new readers	47	13	27.7%
Print materials for ESL	47	11	23.4%
Print materials for tutors	47	19	40.4%
Audiovisual materials for adult new readers	47	8	17.0%
AV materials for ESL	47	8	17.0%
AV materials for tutors	47	19	40.4%
Microcomputers/software for adult new readers	47	2	4.3%
Micro/software for ESL	47	0	0.0%
Micro/software for tutors	47	1	2.1%
Develop software for adult new readers	47	0	0.0%
Develop software for ESL	47	0	0.0%
Develop software for tutors	47	0	0.0%
Compile bibliographies	47	20	42.5%
Write literacy materials	47	2	4.3%
Produce literacy print materials	47	2	4.3%
Produce literacy AV materials	47	1	2.1%
Provide a research collection	47	29	61.7%
Identify literacy collections in the area	47	24	51.1%
Provide a demonstration collection	47	16	34.0%

TABLE 6-3 continued

FREQUENCIES ON STATE LIBRARY AGENCY LITERACY ACTIVITIES

Activity	N	Frequency	Percent
LITERACY INSTRUCTION			
Train library literacy tutors	47	9	19.1%
Participate in nonlibrary tutor training	47	16	34.0%
Participate in ABE staff development	47	18	38.3%
Recruit library literacy tutors	47	9	19.1%
Recruit nonlibrary literacy tutors	47	7	14.9%
Recruit students for library program	47	7	14.9%
Recruit students for nonlibrary program	46	6	13.0%
Evaluate student progress	46	4	8.7%
Library offered CE on literacy for staff	46	35	76.1%

TABLE 6-3 continued

FREQUENCIES ON STATE LIBRARY AGENCY LITERACY ACTIVITIES

Activity	N	Frequency	Percent
LITERACY SUPPORT SERVICES			
Provide space for tutoring	47	5	10.6%
Publicity about literacy providers	47	22	46.8%
Publicity about literacy problem	47	37	78.7%
Maintain information on literacy providers	47	44	93.6%
Provide central literacy phone number	47	13	27.7%
Refer requests to literacy providers	47	41	87.2%
Follow-up on referrals	47	12	25.5%
Member of literacy coalition	47	39	83.0%
Coordinate literacy effort in state	47	9	19.1%
Consult with other libraries on literacy	47	43	91.5%
Provide advice and guidance on the use of literacy materials and services	46	40	87.0%

CHAPTER SEVEN

CASE STUDIES

CASE STUDY SITES

Eight case studies were conducted for this study, representative of each type of library active in literacy education and of a variety of geographical locations in both urban and rural settings. Other criteria used for the selection of sites were: 1) representative of current practice and 2) portraying exemplary or expanded roles for libraries in literacy education. A brief rationale for each of the visited sites follows.

PUBLIC LIBRARIES

Since the majority of literacy activities in libraries has been reported in public libraries, there were more potential public library sites than for other types of libraries. With the large number of public library sites to choose from, a list of sources was developed to help identify possible representative or exemplary programs. To be on the initial nomination list, a public library needed to be found in four of the following sources:

1) American Library Association, Office for Library Service to the Disadvantaged. Directory of Literacy and Adult Learning Programs. Chicago: ALA, 1978. (Helped to identify established library literacy programs.)

2) American Library Association, Office for Library Service to the Disadvantaged. Responses to a 1983 questionnaire about current library literacy programs.

3) List of library literacy projects cited in library literature, compiled by this project's staff in 1986.

4) Chute, Adrienne. The Literacy Challenge: A Report of LSCA Literacy Activities FY 82-FY 84. Washington, D.C.: U.S. Department of Education, 1985.

5) CONTACT, Inc. Literacy Resources in Libraries, a print–out of a search of the CONTACT database of literacy providers. February 1986.

6) List of sites nominated by the state library agencies, spring and summer 1986.

7) List of sites nominated by the "Libraries and Literacy Education" project advisory group.

8) List of sites nominated by the "Libraries and Literacy Education" project staff.

For those libraries appearing in four of the above sources, a letter was sent requesting information about their library literacy projects. Based on the responses to these letters and the necessity for geographical distribution and a combination of urban and rural settings, the following four public library sites were visited.

- Mary H. Weir Public Library
  3442 Main Street
  Wierton, West Virginia 26062

  The literacy program, serving a rural area of the state, has been in existence since 1977 and is currently supported by city funds. It has written objectives and a separate advisory group for the literacy program. The library participates in the West Virginia Coalition for Literacy. Features of the library's literacy program are collection development (print and audiovisual, including microcomputers), writing and producing literacy materials, coordinating a volunteer tutoring program that includes tutor training, and a wide range of non-instructional services in support of local literacy efforts.

- Caruthersville Public Library
  1002 Ward Avenue
  Caruthersville, Missouri 63830

  Serving a community of less than 8,000, the library coordinates and funds a volunteer tutoring program affiliated with Laubach Literacy International. A collection of materials supports this tutoring effort. Of all the public libraries on the nominated list, this is the smallest town represented. Local funds support the project which began in 1978.

- Onondaga County Public Library
  335 Montgomery Street
  Syracuse, New York 13202

  Since the early 1970s, the library has been involved in local literacy efforts. Beginning in 1983, an effort was made to develop a more extensive literacy collection to support local tutoring efforts. Non-instructional services, such as publicizing local literacy offerings, also are an integral part of this library's project; it also writes and produces literacy materials. Currently, the library's literacy effort is funded from a combination of federal, state, and local resources. Including this library will provide a model for a library not involved in direct literacy instruction and as such is representative of many library literacy programs in the U.S.

- Tulsa City-County Library System
  400 Civic Center
  Tulsa, Oklahoma 74103

  The library coordinates a large volunteer tutoring program for Tulsa County, funded entirely by County funds. Active since 1977, the library approved a literacy coordinator position in 1984. As a member of a literacy coalition, the library cooperates with educational, social, and religious groups in serving the adult new reader. A full range of support services and a print and audiovisual collection support this instructional library program.

STATE INSTITUTION LIBRARY

Project questionnaires indicated that literacy activity was most prevalent in correctional institution libraries. Conduct of a case study visit to a correctional institution was complicated by the security needs of the institutions. For example, visits to several institutions considered for study were not possible. At the time a final selection was made, results from the surveys could be used to select a correctional institutional library on the basis of literacy services offered.

- Dodge Correctional Institution
  West Lincoln, Box 661
  Waupun, Wisconsin 53963

  The Dodge Correctional Institution is a maximum security facility housing approximately 600 adult, male, felony-level offenders; it serves as the State of Wisconsin's evaluation and assignment facility, i.e., sentenced males are sent to this facility for an approximately six-week assessment period.
  This program was selected because it offered:
  - microcomputers and microcomputer software teaching basic skills (i.e., math, reading, and writing);
  - literacy tutor training, and
  - evaluation of student progress.

STATE LIBRARY

For a state library agency to be considered, it needed to be reported in the literature or be nominated by project staff or the advisory group. In the interest of providing a geographical distribution in the case study sites and because of their emphasis on supporting instructional services, the California State Library is being recommended.

- California State Library
  1001 6th Street, Suite 300
  Sacramento, California 95814

  The California State Library has a strong commitment to library literacy efforts, with 2.5 full-time staff members working on the literacy effort. In addition, the state provides about four million dollars to support local literacy efforts. The program, called the California Literacy Campaign, grants funds to libraries that show wide community involvement in the literacy project. At the state level, the Cooperative California Alliance for Literacy helps to coordinate literacy efforts. The state agency staff provide the technical assistance to libraries involved in the California Literacy Campaign (46 in 1985-1986) and the program has a strong evaluation component. Since the literacy effort is popular with legislators, the governor, and local communities, the state library agency is projecting increased involvement in and funding for library literary programs.

COLLEGE AND UNIVERSITY LIBRARY

Since college and university libraries did not appear in any of the sources used for identifying libraries involved in literacy, the project staff talked to several adult educators throughout the United States to ask which academic libraries had a comprehensive collection of materials on literacy education. Among all the suggestions, one university library consistently appeared: Syracuse University.

- E. S. Bird Library
  Syracuse University
  222 Waverly Avenue
  Syracuse, New York 13210

  Syracuse University has an outstanding collection of print and audiovisual resources on adult literacy education. For nearly 40 years, the University has collected materials on adult education to aid researchers, adult education teachers, and students being trained in teaching methods for adult learners. In addition to published sources from all over the world, the library houses archival materials from several adult education organizations, including Laubach Literacy International and Literacy Volunteers of America. The University recently has received a Kellogg Foundation grant to disseminate the collection using optical–digital storage; part of this project is the funding of a special adult education manuscripts librarian.

TECHNICAL SCHOOL/COMMUNITY COLLEGE LIBRARY

A limited number of sites were initially nominated; in order to make a selection, project staff requested further information from five sites.

- Anson Technical CollegeLearning Resource Center
  Box 68
  Ansonville, NC 28007

  Anson County is a rural county of 25,500 people with an agricultural and textile economic base. Three key factors are associated with the Learning Resources Center's involvement in the literacy activities of the Anson Technical College. These are: an expanded role of the LRC as a public, community library; the efforts of the current staff to integrate the LRC into the college; and the presence of the Learning Lab in the LRC.

THE CASE STUDIES

Therefore, the eight (8) case studies included this chapter cover the following libraries:

- Tulsa City–County Library System, Tulsa, OK
- Mary H. Weir Public Library, Weirton, W.V.
- Caruthersville Public Library, Caruthersville, MO
- Onondaga County Public Library, Syracuse, NY
- Dodge Correctional Institution, Waupun, WI
- California State Library, Sacramento, CA
- E. S. Bird Library, Syracuse University, Syracuse, NY
- Anson Technical College, Anson County, NC

Tulsa was visited by both Jane Robbins and Debra Johnson as the first site visit in order to coordinate the site visit data collection process. Jane Robbins conducted the site visits in Weirton, West Virginia, Caruthersville, Missouri, and Waupun, Wisconsin. Debra Johnson conducted the visits in Syracuse, New York, Sacramento, California and Ansonville, North Carolina. The case studies were carried out between November 1986 and July 1987.

An interview schedule was prepared after an initial draft was pretested in Janesville, Wisconsin during a one–day visit by both Jane Robbins and Debra Johnson (See Appendix D.). It was used as the primary data collection instrument in the site visits. Each of the case study sites provided the contractors with much additional information, and that information along with general notes was used in conjunction with the information gleaned, using the interview schedule, in preparing the case studies. For each library's adult literacy education activity, the following general areas are covered:

- characteristics of the community and the library
- rationale for library involvement in literacy activities
- type of literacy education services provided
- evaluation strategies used
- conclusion

In analyzing the case study material, the framework developed for the analysis of the survey data was used in structuring the concluding section. That is, the case study sites were examined in terms of the three primary roles which libraries can play related to adult literacy programs: literacy materials, literacy instruction, and literacy support services.

Each of these case study reports has been reviewed by three Department of Education staff members, by a member of the staff of the library visited, and by all members of the project's Advisory Committee. David Carr of the Advisory Committee gave special attention to a review of the case study reports.

Tulsa City–County Library System
Tulsa, Oklahoma

Characteristics of the Community and the Library

Tulsa County, Oklahoma, is an urban area of nearly one-half million residents located in the heart of Oklahoma. An ethnically diverse community, it has Black and Native American populations of approximately nine percent each, with smaller Hispanic and Asian populations. The library's services reflect attention to these groups. Major industries are oil-related, although the community has a diversity of industry and business. The county is home to the University of Tulsa and Oral Roberts University and is a medical center for the entire region with the medical facility at Oral Roberts University, the University of Oklahoma Medical School, and the Oklahoma Osteopathic College of Medicine and Surgery. Local estimates state that approximately 50,000 residents are functionally illiterate.

In asking library staff and community residents to describe Tulsa, a consensus emerges that it is a community that values education and thus values the library's contribution to the community. Tulsa is described as fast-paced and professional. Residents are community-minded; when they see a problem they try to solve it. Their commitment is reflected in a large volunteer base from which the library can draw for its literacy program.

The community offers literacy services primarily through volunteer literacy councils (the library's Literacy Volunteers of America group, a Laubach Council, and independent religiously affiliated programs) and the school district, which offers the adult basic education program (ABE). The literacy councils work primarily with two groups, those needing the skills necessary to enter an ABE program and high school graduates in need of literacy training; neither of these groups is eligible for the ABE program.

The library has an annual circulation of nearly two and a half million items and an annual budget of over seven million dollars. There are 13 service outlets, plus a bookmobile. The library reflects the city in its concern for solving community problems.

Historically, the Tulsa library has a reputation for high quality service, as evidenced by its national reputation. A tradition of outreach services for the hearing impaired, visually handicapped, and aged provides a precedent for the library's work in literacy education. Its efforts in adult programming include offering almost daily programs, usually in cooperation with other community groups. In addition, the library has developed a comprehensive information and referral service that includes service in support of the literacy program.

This library's orientation to reaching out to the community also is illustrated by its support from the business community and its willingness to offer assistance to new ventures. During the time of the case study visit, November 17-18, 1986, the library was providing space for a "BUY TULSA" operation, which encouraged local businesses and industries to purchase materials locally rather than outside the region. The library's sound relationship with the local media contributes toward keeping the library in the public view.

The library has a recent history of seeking alternative funding sources for its many activities. In addition to pursuing state and federal library grants, the library has, in the last few years, built a sizable endowment from which special projects can be funded.

Rationale for Library Involvement in Literacy

Initially, the library's involvement in literacy was an individual effort—one staff person believed the library should be involved in combating illiteracy, and that staff member worked within the library to get the library involved. The library administration responded to this initiative with support in terms of facilities, publicity, and literacy collection development. As the program began to grow, the library administration shifted the emphasis of the literacy initiative toward an institution-wide effort. This included soliciting funding for the program, hiring staff, developing a publicity program, and providing space in the library for a volunteer tutor program.

Based on the interviews with library administrative personnel, the library's commitment to literacy activities comes first from an underlying assumption that literacy services are another manifestation of the library's philosophy of outreach and involvement in the community. The staff's desire to define its educational mission broadly supports the continued development of the literacy program. The library staff initially recognized a gap in the community—not enough opportunity for the pre-ABE student and the high school graduate—and then proceeded, not to duplicate existing community services, but to supply a needed service. In short, the library is trying to meet the needs of an identified portion of their service population.

Underlying the philosophical orientation to outreach services is the realization that the library can build on its literacy program to garner increased support for the library. Related to this is a recognition of the quality of the volunteers working in the library's literacy effort. The literacy volunteers are drawn from the community leadership including many teachers who by choice are presently not working full-time in the school system; their involvement can be translated, through example, into general support for the library. In addition to individual community leader volunteers, the Junior League of Tulsa has designated the library's literacy program as a volunteer commitment for at least their fiscal year 1986-87.

Major growth for the library's literacy program came in the late summer and early fall of 1986, when the media in Tulsa took an active interest in the issue of literacy. As with other American Broadcasting Corporation (ABC) affiliates, the Tulsa ABC channel was planning a fall line-up of television events to publicize the problem of illiteracy. The library, with its already strong ties with the media, became a logical source for information on the problem and services in the community.

However, a competing NBC station in Tulsa saw the potentially high level of interest in the issue and decided to offer an array of publicity and programming in August 1986, one month prior to the local ABC effort. The library figured prominently in that media effort as well.

As a result of this extensive media attention, sparked in part by media competition, all of the then literacy providers saw an increase of interest from potential tutors and students as well as from the business community. Instead of the previous pattern of one or two tutor training sessions at the library annually, the increased demand dictates on the average of two training sessions per month. In addition, efforts to place students increased, and the literacy program became one of the library's major outreach activities; approximately 80 students are interviewed each month.

As in the other case studies in public libraries, the library is seen as a logical and potentially primary participant in the fight against illiteracy. This is atypical when compared to other social issues (such as general social welfare programming), and the participants in the program and the library staff see this as an additional rationale for involvement.

Type of Literacy Education Services Provided

The library has been involved in literacy education in a small way for many years. From 1977 until the mid-1980's, the library had periodic training sessions for tutors and developed a core collection of materials for both tutors and adult new readers; these early years of literacy services reflect the personal interest on the part on a small number of staff people. When national attention began to focus on literacy, Tulsa residents demonstrated a growing interest in combating illiteracy and interest in the library's nascent literacy program grew. In 1984, a separate literacy coordinator position was authorized. In spring 1985, approximately 120 tutor-student pairs were in the program, although there was a waiting list for tutors. The administration of the literacy program and most of its activities take place at the main library; however, branch libraries serve as sites for tutoring when the branches are more convenient sites for tutor and students to meet.

Currently, the Tulsa literacy program typifies the institution-based instructional model of library involvement in literacy. The program emphasizes provision of tutoring service to adults from within the library; it is an affiliate of the Literacy Volunteers of America. The library recruits and trains tutors, recruits and places students, and coordinates the volunteers in providing these services. In addition, the library also provides the more traditional literacy materials function by providing a diverse collection of print materials for the adult new reader. Already a general community information and referral center, the library acts as the central location for information on area literacy services. The model of information and referral present at Tulsa is reflected in the design of the literacy program. It emphasizes cooperation and referral to other literacy organizations. When appropriate, clients are referred to other groups and students are encouraged to participate in local ABE classes as their skills improve.

The program depends heavily on a highly skilled volunteer force for most of the initial interviews and placement of new learners. Training, while coordinated by the library, also depends on this volunteer group. Some of the key volunteer participants interviewed during the case study show a high level of expertise—all had a minimum of a bachelor's degree with experience in teaching and/or reading.

The structure of the library's literacy program is still evolving. With the rapid growth of the number of students and tutors and the hiring of a new literacy coordinator, the library must determine the placement of this service in relation to its other library services, i.e., integrating the literacy program into the library's basic adult services or maintaining it as a specialized outreach service. Because volunteers are involved in the decision making regarding the literacy programming, developing a structure to incorporate this feature is necessary.

Evaluation Strategies Used

The evaluation of the program is based on statistics on the amount of participation in the program, predominately the number of tutors and the number of students. With the rapid growth of the program, collection of even these basic counts has been difficult. A more efficient record-keeping method is among the priorities of the newly-appointed literacy coordinator. At this point, increasing demand also is seen as an indicator of the success of the program.

In the student placement process, students are asked to define their immediate and long-range learning objectives; assessing the degree to which these are achieved is a future project for the literacy program.

Conclusion

Program participants feel that the literacy program is gaining the library new users—not only adult new readers, but those who have heard more about the library because of the literacy press coverage. Public awareness that the library serves users with special needs has increased.

Similar to Weirton, West Virginia, Tulsa's literacy program incorporates literacy materials and literacy instruction. In the future, these features will probably remain. The challenge, then, is assuring the continuance of the program and incorporating the literacy efforts within the library with other library adult services, and becoming more involved with the providing of services in support of other literacy programming throughout the Tulsa City-County community.

Mary H. Weir Public Library
Weirton, West Virginia

Characteristics of the Community and the Library

Weirton, West Virginia is a steel mill city of approximately 25,000 residents located near the Ohio River; it rests in the northern panhandle of the state, thus making residents of adjacent sections of Pennsylvania and Ohio close neighbors. Two West Virginia counties, Brooke and Hancock, use Weirton as their primary city; the two–county population is approximately 72,200. Pittsburgh, Pennsylvania is 40 minutes from Weirton via expressway.

The key character of Weirton was cast in 1909 when Ernest Weir came to the area and founded the Weirton Steel Company. In 1982 the employees of Weirton Steel acquired the company through an employee stock ownership plan, the largest employee acquisition in history. The Weirton Steel Corporation is the largest manufacturing employer in West Virginia; some 8,000 employee–owners work for it. In the past five years, Weirton residents have dedicated their energies to diversifying the city's economic base by attracting many steel related industries to the area. The Weirton Chamber of Commerce describes the "Weirton Story" as follows: "It's a story which reveals a spirit that shines brilliantly in the blast furnace, in the marketplace, and in the homefires—a community whose residents are proving 'Working Together Works!'" At the time of the case study site visit, November 19-21, 1986, the "Weirton Story" came alive. The spirit which the Chamber of Commerce described was evident throughout the city.

The city is governed by a mayor, city manager, and city council. Local governance is also aided by a county administrator and a three–member county commission. The residents are predominately Caucasian with around three (3) percent of the community representing persons of Asian, Black, Hispanic and Native American origins. The community has a rich and varied ethnic heritage with Greek, Italian, German and other backgrounds represented. In about 12 percent of the population, a language other than English remains the primary language. Church, home, and maintenance of cultural identity are of central importance in Weirton.

Weirton residents have ready access to a variety of post secondary educational institutions. The West Virginia Northern Community College is located in the city; it is a comprehensive two–year institution offering liberal arts, career education (notably nursing, business administration, culinary arts, computer and secretarial sciences and electronics), and community education short–term classes. Jefferson Technical College located in nearby Steubenville, Ohio is similar to West Virginia Northern Community College. Four (4) four–year schools are also located within 25 miles of Weirton. Bethany College, the University of Steubenville, West Virginia University Extension (both of which offer graduate degrees), and West Liberty State College. In Wheeling, West Virginia, Wheeling College's Master's in Business Administration program has proven useful to area residents.

The public library, founded in 1958, is named for Mary H. Weir, the wife of Ernest Weir. The revenue for the period roughly covering October 1984 to September 1985 was approximately $707,900. The principal revenue source is local taxes which made up $379,543 of the total; $102,480 was state revenue and an additional $161,609 came from grant and gift funds, with a further source of $64,267 in contract funds from other libraries. (Weirton's library includes a member library in Chester, the Lynn Murray Memorial.)

The library staff has long been active in providing services to special clienteles. It provides special services to the deaf including employment of staff members capable of conversing in sign language. It maintains a special collection on deafness and provides TDY service. The collection, which includes materials in all formats, contains a 4,000 item film library and about 90,000 monographic and serial titles. Audiocassette books, records, videotapes and computer programs for use on a large number of public access microcomputers maintained by the library are key aspects of the collection. The collection also has an important component of high interest/low vocabularly books. The library cooperates closely with West Virginia Northern Community College, providing classroom space for courses needing access to computers. Through the library's bookmobile, services spread out to all of the 72,000+ residents of Brooke and Hancock Counties.

The staff of the library numbers 22, including three (3) professionals, three (3) paraprofessionals, and 16 clerical. A number of volunteers also aid in providing library services. The spirit of the community is readily evident in the library staff. The library plays a central part in many of the area's social services and the staff has been successful in obtaining grant funding to provide special services which aid in supplying the type of skilled/educated work force which is essential as Weirton attempts to diversify its economic base.

Examples of the library's successful grant activity include major grants from the Appalachian Regional Commission and through the Joint Training Project Act. The library has also been successful in obtaining grants to support its adult literacy program.

Rationale for Library Involvement in Literacy Activities

Nearly 11,000 adults in the Weirton Public Library service area are not able to read or write well enough to cope successfully with most everyday tasks. West Virginia has among the highest rates of illiteracy of any state; it is variously ranked with Louisiana as having the highest or second highest illiteracy rate in the nation.

As early as 1975 the staff of the Weir Library began to plan for the library's involvement in activities to combat illiteracy; the first library program, involving staff members and volunteer tutors using Laubach literacy materials began in 1977. The staff of the library, through the initial leadership of its director, began to identify adult literacy programming as a fundamental part of the library's educational role. While the library board was at first merely accepting of this activity, within several years of the founding of the program (no doubt supported by both the library staff's ability to attract a variety of outside funding for the program and the growing state and national awareness of the cost of illiteracy), board members became avid supporters of the library's involvement in adult literacy programming.

The library's general informational brochure lists the literacy program as one of its major services. A full-time coordinator for the literacy program is a library staff member. (This position has been variously funded by both grants and the local and state tax-supported library budget.)

The library staff and supporters see the library as a natural partner in the task of supporting adults who strive to approach functional literacy. In responding to the question, "Why should the library be involved?" volunteer tutors, students and library staff gave the following types of answers:

"The library is an 'academic' setting without being a school."

"It is a comfortable site away from home."

"There are many materials available both for me and my tutor."

"Computer education is an important aspect of functional literacy and the library provides this education along with basic literacy."

Type of Literacy Education Services Provided

The Weir Library's literacy education services have clearly earned for it the descriptive phrase: full-service library. Through a combination of staff dedication to and focus on literacy education, community and state support, and skilled proposal writing with resultant funding, this library has created a truly exemplary adult literacy program. In addition to the library's designating approximately 11% of its budget in direct support of its adult literacy education activity, it has marshalled a great deal of volunteer hour contributions (726 hours in 1985 over and above literacy tutors' volunteer hours). Approximately 1000+ volunteer hours per year are contributed to the various aspects of the adult literacy program.

The adult literacy program is based upon two major activities: basic literacy through the Laubach program and computer literacy through Weirton Community Computer Communication Center established in part by a grant received from the Appalachian Regional Commission (ARC). The ARC grant allowed the library to purchase microcomputers, and basic education computer software, and to train staff and volunteers to use the equipment and software. The program has received additional support through the assignment of one or two VISTA volunteers by ACTION to make the availability of the library's program well known and to take active roles as literacy tutors and occasionally as literacy tutor trainers.

The library staff take an active role in both the Weirton Area Literacy Council and the West Virginia Adult Coalition of Literacy, by attending meetings and accepting committee assignments in order to increase public awareness of and access to their literacy services.

As but one example of this library's exemplary involvement in adult literacy education, their participation in a project to demonstrate and evaluate a computer-assisted program for reading skills improvement developed by the Naval Personnel Research and Development Laboratory (NPRDC) can be cited.

In addition to their participation in the testing of the NPRDL program, library staff prepared their own reading disk related to money management based upon the outcomes of their participation in the project.

Evaluation Strategies Used

The library's evaluation strategies are not particularly sophisticated, but they are systematic and complete in terms of basic information. Data is collected quarterly and aggregated yearly. Data is kept in the following categories:

1) Number of new students
2) Number of "new" students still active after a year in program
3) Total number of students participating
4) How students come into the program; e.g. referred by self, family, other students, job service, etc.
5) Employment status of students
6) Last level of school completed upon entering program
7) Functional literacy level upon entering program
8) Achievement of students; e.g. improved basic skills, completed Laubach program; passed GED, obtained job or obtained better job, etc.
9) Reasons for leaving program; e.g. relocated, referred to other program, work schedule, etc.

Conclusion

The strength of the Weir Library's adult literacy program may result from a combination of the following factors:

1) obvious need for literacy training in the community with a population of 11,000+ indicated as having basic literacy needs;
2) program longevity;
3) consistent, sustained support in terms of basic staffing by qualified, committed staff, including assignment of a coordinator;
4) ability not only to obtain funding, but to do so in such a way as the funds support continued and coordinated development of instructional materials and equipment to be used by the volunteer tutors; and
5) interest of library directors and the library board throughout the life of the program.

In fiscal 1986 the Library received a grant through Title VI of the Library Services and Construction Act to create a series of three videocassette tapes for the purpose of disseminating information concerning the need for public library involvement in literacy programs. This project is being conducted in cooperation with the Weirton Steel Corporation.

The Mary H. Weir Public Library can be described as a full service library in relation to adult literacy programming; that is, the library provides the full range of public library adult literacy programming roles including literacy materials, literacy instruction, and literacy support services. Further, within each of these roles, the library provides a breadth of services including, in the literacy materials area, the creation of computer software; in the area of instruction, the training of tutors; and in the area of support services, acting as a key participant in statewide multi- institutional literacy needs awareness programs.

Caruthersville Public Library
Caruthersville, Missouri

Characteristics of the Community and the Library

Caruthersville, a mayor/council municipality of approximately 8,000 residents, is located beside the Mississippi River in the boot heel region of Pemiscot County, Missouri. Surrounded by agricultural land sprinkled with cotton fields, Caruthersville can be characterized most accurately as a small southern town. The county's major employers outside of agriculture and related services are Brown Shoe Company, the Colson Company (manufacturers of hospital equipment and hand trucks) Tipton Box Company, and Caruthersville Shipyard, Inc. The unemployment rate hovers around 15 percent, and with the Brown Shoe Company employing primarily women, the major employers have a work force of approximately 50 percent male and 50 percent female. There are four schools, two elementary, one junior high and one high school, enrolling slightly more than 1,900 students. The population is approximately 30 percent black, two percent Asian, with the remainder white; however, there is a growing community of individuals of Hispanic heritage that presently numbers less than one percent of the population. Similarly, about one percent of the population speaks English as a second language.

The public library, which sits on a main street just adjacent to the central commercial district, was founded in 1922. The materials collection includes about 35,000 items; the librarian is the principal employee of the library (there are only 2.2 FTE employees) and the librarian generally determines the content of the library's collection, along with its services and programs. The Library Board typically approves the librarian's plans. The total materials budget is quite modest (less than $5,000) and gifts to the library account for most of the dollars spent on the collection. It is a traditional collection focusing almost exclusively on books; service programs emphasize books and reading. This library is typical of the majority of public libraries in the U.S.; that is, its community, budget, collection, and service scope are all small.

The Rationale for Library Involvement in Literacy Activities

The librarian at Caruthersville is a purveyor of the library faith; she believes profoundly that reading books is a source of both understanding and joy for those able to read. Therefore, it follows quite logically for the librarian that the library should be a place where those who cannot read or have trouble reading can be helped to learn or improve reading skills. Although the literacy program offered is fundamentally an adult literacy program, the library will aid anyone, regardless of age, who asks for help with their reading.

Type of Literacy Education Services Provided

The literacy education program began at the Caruthersville Public Library in January of 1978 when the librarian determined that there were residents of Caruthersville who could be aided through learning to read or learning to read with greater skill. She informed the Board of Trustees about the Laubach literacy program and suggested that the library should provide access to Laubach literacy training to the citizens of Caruthersville; the Board approved a program. She learned the Laubach teaching method and, along with an elementary school teacher who also knew the method, trained volunteers. Within just several months, the library program had 17 trained volunteers and eight students. Students and volunteers were solicited through occasional notices in a weekly newspaper and through word of mouth. The Laubach program materials for tutors and students were provided by the library and the one-on-one teaching took place at the library, often in the librarian's office.

Now, nine years after the program's inception, the library continues this program in the same basic form in which it began. When visited in mid-December 1986, there were about seven active volunteers, principally retired school teachers and nuns, four active adult students, and two new adult students waiting for tutor assignments to be made in early 1987. An announcement about the library's adult literacy program had just been taken to the newspaper. The program operates without formal or informal cooperative efforts with other local or state educational or social agencies. The librarian herself now trains new Laubach tutor volunteers.

Evaluation Strategies Used

There are no formal evaluation strategies employed. The librarian estimates that some 75 students and 30 tutors have been involved with the program since its inception and that approximately ten students have completed the full Laubach series. When students complete the series they are encouraged to use the library's collection of large print books.

Conclusion

The Caruthersville Public Library exemplifies the flexibility of programming efforts afforded to most small public libraries. The librarian perceived a community need with a logical association to the public library. With minimal cost, a small investment of the librarian's time and of library facilities, coupled to volunteer support, the library has stepped in to provide a social service. With only a small amount of maintenance effort the program continues. The librarian believes that adult literacy education is an integral part of the library's reason for being in the community and that formal evaluation and cooperative activities are counterproductive to the goal of the library's adult literacy program as they will, she believes, detract from the library's service delivery focus. While this library's non-analytic, non- cooperative, and non-technological program may seem to lack exemplary qualities, in its single focus and direct simplicity, it is a model which exemplifies that it is possible to undertake and maintain a program if there is administrative support to do so. As in Weirton, West Virginia, it is the administrative librarian who provided the leadership to initiate and then to maintain literacy programming. The Caruthersville approach to literacy involves the roles of literacy materials and literacy instruction while eschewing the role of literacy support services. While Caruthersville is not the model to which to aspire by libraries from larger communities, it, once again, exemplifies what can be done in a small community if the will is there, and if administrative obstacles do not circumvent program delivery.

Onondaga County Public Library
Syracuse, New York

Characteristics of the Community and Library

Onondaga County is located midway between Albany and Buffalo, New York. Its major city—Syracuse—is the site of the main library and administrative offices for the County public library system. The County serves close to a half million residences. The city of Syracuse has been described as representing a population cross-section similar to that of the entire United States; seven percent of its population is Black and for approximately eight percent of the population, English is a second language. Economically, it depends on a diversified manufacturing base. It is home to Syracuse University. The population growth in the County is in the suburbs of Syracuse and other small nearby communities.

Local literacy services include the Adult Basic Education programs offered through the Adult Basic Learning Center and the Onondaga-Syracuse BOCES (Board of Coordinated Educational Services) Adult Education Program, and a volunteer literacy council affiliated with the Literacy Volunteers of America. The Onondaga Community College (OCC) has a reading and study skills center for OCC students. Also, Syracuse is the national headquarters for both Laubach Literacy International and Literacy Volunteers of America (LVA).

The Onondaga County Library System has one main downtown library, eight branches, and 20 member libraries with a system-wide circulation of several million items. It has an annual budget of over six million dollars. The service patterns of the branches reflect the nature of the neighborhoods and are staffed by librarians who recognize the branch library as a neighborhood community center. Currently, a new downtown library is being built.

The services offered are those typical of an urban library system, with a commitment throughout the library to support community-based projects. Member libraries have an opportunity to participate in all system services. A commitment to reaching out to the community through special service to the blind, physically handicapped, hearing impaired is reflected in both the board make-up and budget allocations.

Rationale for Library Involvement in Literacy Activities

The library staff includes literacy services as one of many of its service functions. Just as the librarians are involved in other community education efforts, they assume a supportive role for local literacy efforts. The assumption is that literacy services are a logical step in light of the library's educational mission; the library's board of trustees and administration provide leadership and support for literacy efforts and encourage further exploration into possible cooperative ventures. The program has grown and will continue to grow, because of the interest of the staff in pursuing the activities.

Many of the librarians relate their literacy activities to the area libraries' history of serving foreign-born populations. Then, as now, the underlying philosophy is that the library needs a literate population to survive. Also, the concept of the library as community center incorporates involvement in literacy education. Serving as a site for tutoring and tutor training is similar to use of the library for other studying and programs.

With the national headquarters of Laubach and LVA in Syracuse, the critical question might be: "How can the library not be involved in literacy?" In reality, however, the decision to participate in literacy efforts grew out of local need and planning, not because of the national organizations' presence; however, as the library's involvement in literacy has grown it has not overlooked the opportunity to participate in cooperative ventures with both of the two national groups. Most recently this was evidenced in a LSCA-Title VI grant which includes a contract with Laubach to evaluate basic skills microcomputer software.

Type of Literacy Education Services Offered

As is evident in the other case studies, Onondaga's literacy efforts started small, based on the commitment of a few staff members. Staff members undertook personal tutor training and secured funds from the regular collection development budget for a literacy collection. As cooperative ties with local literacy providers grew, efforts were made to seek outside funding for new projects. Requests for services increased, and in 1983, a literacy project assistant was hired with LSCA funds in order to coordinate the library's activities related to the community's broad literacy initiative.

Currently, the Onondaga County Public Library is an exemplary case of a library that assumes a primarily non-instructional role in literacy education. The library has committed substantial funds to building a collection of print materials, supplemented with microcomputers and educational software. These materials are coupled with an impressive array of publicity pieces about the collection and about the library's services in support of literacy. The majority of the library's literacy activities take place from the main library.

Literacy activities are not offered in isolation from other community literacy activities, but in cooperation with the students and literacy providers. This is an essential feature of Onondaga's successful program. The cooperative approach is strongly supported by the library's Board of Trustees and administration as shown by the commitment to providing space, whenever possible, for literacy activities. In the recent renovation of a neighborhood branch, offices were provided for the local LVA council. Their cooperative approach is illustrated further by the publication of a literacy services directory that is assembled, produced, and distributed by the library to publicize all local literacy providers.

Other library services in support of literacy include providing space for tutoring and tutor training, co-sponsoring tutor training, referral and follow- up for those in need of assistance or interested in working with literacy providers, and participating in local publicity efforts. Tours are offered for Adult

Basic Education and English as a Second Language (ESL) classes. Staff inservice training on literacy is evident.

Every one of the reference staff participate in the assistance and referral process. Staff working directly on the project, however, find that students they have worked with try to come only when they are working. Adult new learners, as well as those for whom English is a second language, are being encouraged to approach any of the staff for assistance.

The future of the library's involvement in literacy is seen as one of strengthening cooperative ties and continuing to seek support for improving not only what the library has to offer, but also the opportunities for those in need of literacy services in the community.

Evaluation Strategies Used

Because the service is focused on literacy materials and literacy support services, the statistics related to collections are the primary evaluation measure. Commitment of the library to the effort is indicated by its continued staff support for local efforts, budget for materials, and willingness to provide office space for the local literacy council.

Conclusion

Two widely accepted roles for libraries involved in literacy are those of literacy materials and literacy support services. This library is representative of those kinds of involvement and incorporates the essential feature of both of those roles, i.e., cooperation with local literacy providers.

Dodge Correctional Institution
Waupun, Wisconsin

Characteristics of the Community and the Library

The Dodge Correctional Institution is a maximum security facility housing approximately 600 adult, male, felony-level offenders; it serves as the State of Wisconsin's evaluation and assignment facility, i.e., sentenced males are sent to this facility for an approximately six-week assessment period. Based upon the evaluation made, the men are then assigned to other of the State's correctional facilities based upon their needs for services and the State's assessment of the appropriate security level—minimum, medium or maximum. A small number of men are assigned to complete a part of their incarceration period at the Dodge facility in order to carry out certain support service tasks, for example, laundry and food service. Some are assigned to the library, although few actually work in the library for longer than a three month period. The population of the facility, while constantly changing, is generally distributed ethnically as follows: 62% White, .3% Asian, 1.7% Native American, 4.2% Hispanic, and 31.5% Black. Fewer than 5% have English as a second language.

The library occupies two rooms—a general library and a law library—with two additional small offices in the educational section of the facility. Passes are required for use of the library and one of the two staff members must be on duty in the library room proper at all times the library is open. One of the offices serves partially as a material's processing room. In this office there is a computer to which residents have access at assigned times. The other office serves as the library director's office. The library also has access to some space adjacent to their primary area. The federal fiscal year 1985-86 sources of revenue for the library totalled approximately $57,000. The materials collection is small and concentrates in the area of general non-fiction and fiction. The collection contains some materials for low vocabulary readers and some self-help cassette tapes, although the majority of the facility's low vocabulary and self-help materials are housed in and made available from the facility's educational/school program. The library serves residents when they are not participating in the institution's formally structured educational and assessment programs.

Rationale for Library Involvement in Literacy Activities

The Dodge Correctional Institution was converted from a State Hospital (mental facility) to an evaluation and assignment correctional facility. Some staff from the hospital (including the librarian) remained at the facility when it was converted; therefore, the library retains a core philosophy of therapeutic involvement with residents.

Literacy education is a special service of the library. The library is not assigned the responsibility of evaluating resident's literacy level; rather, that assessment, if made, is made by the educational program of the facility. Literacy education from the library is a service available to those who ask. It is available to both the Dodge-assigned resident population and to those "passing through" Dodge, even though they may be involved for only a short time. The rationale for the involvement is basically that it is a service that the library can provide and should provide even though the impact may not be demonstrable to the library staff due to mobilityof the learners. The availability of literacy services at the Dodge facility, it is hoped, will encouragethose in need of literacy education and those capable of being literacy tutors to request such education at the institution to which they are assigned.

Type of Literacy Education Services Provided

With the exception of Alcoholics and Narcotics Anonymous and religious-affiliated volunteers, volunteer activities are not allowed in the facility; therefore, the literacy education services provided by the library are those provided by the library director, the other staff member, or the occasional resident volunteer. Print, audiovisual, and microcomputer software focussed for the adult new learner, English as a second language "students," and for literacy tutors are available in the library collection. As the library is small and only a few residents at a time are allowed use the library, the staff soon become acquainted with their users. The staff try to make known the range of library services available to each user, on a one-to-one basis. When it seems appropriate, literate resident users are encouraged to assist the library staff in identifying others who could benefit from the library's adult basic literacy materials. Users with low literacy skills can sometimes be identified by staff members and available services explained to them. Literate residents are encouraged to use the materials available for training tutors and are further encouraged to identify potential literacy program students.

Evaluation Strategies Used

Other than staff observation of residents using the literacy materials, no evaluation is undertaken. The constraints on the adult literacy program due to the nature of the facility prohibit high involvement by residents and library staff; because adult literacy education exists principally as a special service and serves mostly as a model and for encouragement, evaluation has not been a focus of the program.

One aspect of evaluation undertaken by the librarian relates to the type of material available for basic literacy education. Most of the material is written or prepared in such a way as to have little interest for adult male offendors. Perhaps as State prison systems increase their interest in assessing and rectifying low literacy skills with the resident population, the producers of instructional materials will provide materials which might better hold the interest of this group of users.

Conclusion

The Dodge Correctional Institution library provides an adult literacy program whose greatest impact may be merely its availability. It certainly operates against great odds due to the institution's purposes within the State's Correctional Division; i.e., evaluation and assignment thus resulting in short term tenure of the vast majority of residents at the facility. Persisting with the program shows dedication by the librarian to the role of libraries in adult literacy education. Further, it demonstrates his belief that if the library aids but a few of its low literacy level users, it is performing an important educational service.

California State Library
Sacramento, California

Characteristics of the State and Library

California, with a population of over 25 million, ranks as the most populous state in the United States. Leading industries include transportation equipment, food and agricultural products, and machinery. The state contains both large metropolitan areas as well as rural sparsely populated counties. It has a highly diversified educational system and library system.

The California State Library along with other responsibilities promotes the development of public libraries in the state through services to libraries and through the administration of state and federal public library funds.

Rationale for Library Involvement in Literacy Activities

Underlying the rationale for why the State Library has become a leader in adult literacy seems to be the willingness of the Library's leadership to take risks. When one examines the events leading up to the involvement in literacy, the risk–taking approach of the State Library is evident. Staff interest was present in literacy in the early 1980s, although no large–scale literacy initiative existed at that time. When in 1984 a need existed to distribute federal LSCA funds in a short period of time, the State Library leadership took a chance. In an unprecedented move by the State Library, it was decided that all the available funds would be awarded to libraries for establishing community–based literacy services that would provide literacy instruction. As these programs were starting, state legislators became interested in the problem and the Library's attempt to work toward a solution. This interest led to funding of library literacy programs under the California Library Services Act. Without the State Library's initiative in the use of federal funds, it is doubtful that state–level funding would have occurred.

The rationale for being involved at the state level relates to the State Library's perception of a service model for public libraries. This model is based on the requirement for community–based planning for library services. In the case of the local literacy programs funded by the state, a planning approach is required. Each literacy program is developed and carried out at the local level. Inherent in the approach is the assumption that the funding for the projects will gradually be assumed by the local funding body.

In 1987, the libraries in California were still trying to recover the funding lost due to Proposition 13. Overall, in the two years immediately following passage of Proposition 13, libraries lost approximately 20% of their funding. Some counties and special library districts lost up to 42% of the funding; city losses were often contained to 5%. Because of the positive image that literacy programs bring to libraries, many California librarians believe the public's view of the library can improve by bringing programming into the library. Beyond the improved image, however, is an assumption that by developing a literacy program with community-wide support, the library also broadens its overall base of support in the community. This increased support, it is believed, may result in improved funding from state and local governments as well as from private sources.

The rationale for the literacy initiative in many communities is partially a political one; since politics is the milieu of the California State Library the rationale is largely political. And the project chosen for the initiative—literacy—is seen as a natural activity for public libraries. The State Library's desire to see an improvement in the literacy skills of the California population is the bottom line in all the local programs.

Type of Literacy Education Services Provided

In its literacy initiative, the State Library conducts four primary activities: awarding of funds for local library literacy programs, technical support for those efforts, including publicity, coordination of regional literacy efforts, and evaluation of the impact of the funding. These activities primarily support the projects funded through the California Library Services Act, although staff consult with all projects, including those being funded by LSCA Title I and Title VI.

In the first three years of funding (1985-1987), 44 libraries were selected to participate in the project. Funding for these libraries has remained stable in order to assure adequate funding until local revenue sources could be used. Libraries receiving funds were to engage in direct one-on-one instruction through a local literacy council developed by the library.

To support these efforts, the staff at the State Library offer advice on building local coalitions and provide information on literacy training and collections. As programs are developed, techniques used in the various projects aid others in developing programs. Publicity approaches are shared, and the State facilitates the coordination of publicity efforts at a regional level. These regions are organized according to the area news media to assure that all libraries will be able to take full advantage of media opportunities.

The State Library has undertaken the evaluation of the programs using the state funds. Not only are they interested in amount of use, but in the changes that occur in the library because of the library literacy programs.

The state initiative has not occurred in a vacuum. Just as local libraries are encouraged to work with other educational groups, the State Library works in conjunction with other literacy providers. A need still exists in California to define more clearly, to the satisfaction of both the State Library and its counterpart in education, how the library initiative relates to the efforts in adult basic education and in English as a second language. The politics of developing a local literacy coalition is magnified at the state level, and to date, productive relationships have not been adequately developed.

The future of the California state-level literacy initiative is dependent, to a large degree, on state funding. It is assumed, however, that the local literacy programs have built a strong local literacy coalition to continue grass-roots projects and that local funding will become available. In fact, success of the state-level effort might be measured by decreasing reliance on the funding role by the state. The other functions—those of technical assistance and coordination—are, in all likelihood, an ongoing activity.

Evaluation Strategies Used

As indicated above, the California State Library has attempted to evaluate the local programs to determine how the funds were used. Data is collected on the number of learners and tutors, and an outside consultant has conducted two program reviews for the State Library. These program reviews include interviews with tutors and students.

The State Library is currently involved in trying to measure learner progress. In light of the need for accountability for state funding, this project will attempt to answer the question: "What difference does literacy education through the library make?"

Conclusion

In terms of the funding made available for local literacy programs and attention to evaluation, the California State Library literacy initiative is exemplary. The functions of technical assistance and coordination are, however, representative of the role state library agencies may assume in literacy education.

E. S. Bird Library
Syracuse University
Syracuse, New York

Characteristics of the University and Library

Syracuse University is a private university with approximately 16,100 students. It grants degrees through the Ph.D. in a variety of fields, including adult education.

The E. S. Bird Library serves the entire campus and houses a rare book collection, manuscript collection, and an archive. Currently, the collection size is over two million items.

Rationale for Library Involvement in Literacy Activities

If queried, most of the staff in the E. S. Bird Library would say that the library is not involved in literacy education. In the sense of developing an instructional program or a collection for adult new readers, the library will not fit a traditional definition of library involvement in literacy. Literacy involvement in a college or university library, however, is best defined in terms of its collection about literacy and teaching adults to read. The rationale for developing a collection in this area is not directly related to literacy, but to the university library's mission to support the research and curriculum of Syracuse University. This leads, then, to the development of a collection relating to literacy.

In addition to its circulating collection, the library contains an archive used in conducting research. In the archive, there has been an attempt to collect papers of organizations and individuals that would be of interest to literacy and adult education researchers.

Type of Literacy Education Services Provided

The development of a collection relating to adult literacy grew out of the research interests of the School of Education, Adult Education Department, and its coursework relating to adult learners. As with other disciplines in the University, the library supports these efforts with a comprehensive collection. The collection includes primarily print materials (monographs and pamphlets), and the library maintains subscriptions to all the major adult education journals. In addition, due in part to the efforts of individual faculty members, the library has a collection of newsletters from adult education organizations. Reference questions are received by mail from all over the world.

The manuscript collection contains approximately 650 linear feet of materials of particular interest to those studying illiteracy, literacy, and the adult learner: the papers of Frank Laubach, founder of Laubach Literacy International; the archives of the American Association for Adult Education; and the records of the Fund for Adult Education. The collection also houses audiotapes, videotapes, and photographs. Recently, Syracuse University received a Kellogg Foundation grant to store and distribute the adult education archival material on optical disc. This will make the adult education materials further available to researchers not able to visit the campus.

The E. S. Bird Library is indirectly involved in literacy education in another way: the library is used as a site for tutoring students. Tutors, especially those who might have some affiliation with the University, arrange to meet students for tutoring sessions at the library. They cite the convenience of the location, plus the positive influence of the setting as reasons for using the site.

Evaluation Strategies Used

Strategies specific to the adult education collection are not undertaken by the library, except in conjunction with usage figures of the collections and amount of additional acquisitions.

Conclusion

The role of the academic library differs from other libraries in relation to adult literacy in that it is a primary source of materials to support teaching of adults and research in illiteracy. The results of the survey indicate that college and university libraries have not identified themselves as active participants in the literacy effort and do not consider developing research collections to be a role related to the adult literacy movement; however, the E. S. Bird Library example demonstrates that any research library, no matter how stunning its research collections, can become hospitable to literacy-related activities for the adult new reader.

Anson Technical College
Anson County, North Carolina

Characteristics of the Community and the Library

Anson County is a rural county of 25,500 people with an agricultural and textile economic base. The largest city is Wadesboro, with a population of 4,100. The county has approximately 4,300 adults over the age of 25 who have less than an 8th grade education and an additional 3,500 with some high school education but no diploma. The single public library is located in Wadesboro; other communities are served by a bookmobile.

The Anson Technical College serves Anson County with some classes in adjacent Union County. The two main campuses are at Polkton and Ansonville. Its Community Services Division is located in Wadesboro. This division includes a Small Business Center, Adult Basic Education (ABE), and Continuing Education. ABE classes are held at the Community Services Division offices as well as in churches, schools, hospitals, and the Anson Technical College campuses. Those students with special needs also are served through classes in nursing homes, mental health centers, and correctional facilities. Quarterly, ABE averages 25 classes and serves approximately 325 students.

Library services are offered through the Learning Resources Center (LRC). The LRC offers services on both the Polkton and Ansonville campuses. The library collection covers all topics taught at the college as well as popular materials in all formats. The LRC includes the Learning Skills Center where students can work on improving their skills in reading, math, and English. The skills center offers developmental courses, such as college reading, to assist students registered at Anson Technical College. These courses are part of the curriculum and award college credit. In addition, the Learning Lab segment of the skills center serves ABE and General Education Degree (GED) students as well as those adults with a high school diploma who need additional skills. The GED instruction is offered through the Learning Resources Center, not the Community Services Division.

The Rationale for Library Involvement in Literacy Activities

Three key factors are associated with the Learning Resources Center's involvement in the literacy activities of the Anson Technical College. These are: an expanded role of the LRC as a public, community library; the efforts of the current staff to integrate the LRC into the college; and the presence of the Learning Lab in the LRC.

Since there is limited public library service available in Ansonville and Polkton, the staff see the LRC serving the entire community, not just the students and staff of the college. Flexible collection development and circulation policies allow for purchase and lending of popular materials, including videotapes. This understanding of their role as a community resource works well with the philosophy of the ABE program which is described in brochures as a community-based service. This expanded role also illustrates the desire of the staff to expand their services to meet the needs of the entire County.

The Learning Resources Center's involvement in ABE is one of many activities intended to further integrate the LRC into the instructional program at Anson Technical College. Because many of the courses are business and technical in nature, the use of library services did not meet the expectations of the staff. Efforts to hold classes in the LRC on the Polkton campus, to identify materials of interest to students and instructors, to prepare publicity pieces, including a newsletter, and to provide leisure reading material have contributed to the community service image and increased use of the LRC. Circulation figures and attendance figures have increased by nearly 100 percent in the past three years because of these outreach efforts.

The existence of the Learning Lab means that the library is linked administratively to literacy. At Anson Community College, however, this link is stronger than just administrative responsibility. All staff are actively involved in assisting students working in the skills center. In addition, the director of the LRC is the chief GED examiner and the assistant librarian on the Ansonville campus is the GED examiner alternate. Having the Learning Lab in the library also allows staff to encourage ABE and GED students to use all the library resources, not just those in the lab.

Type of Literacy Education Services Provided

Adults who need help to improve reading, writing, math, and English skills can come to the Learning Resources Center for one-on-one assistance and individual, self-paced work. Services include those for students preparing for the GED, students at the pre-GED stage and at the most basic skill levels, and adults with a high school diploma who need additional skills. The Polkton campus has the most complete Learning Lab, but service is also offered at the Ansonville campus. Students can register as an independent student of the LRC program or may use the lab in conjunction with classroom-based ABE and GED instruction. Special interest students—those who already have a high school diploma—receive continuing education credit for their work if desired.

The Learning Lab Coordinator and library staff help individuals plan a course of study and assist them in their self-paced study. The staff uses all forms of media to aid in the instruction, from print materials to audio-cassettes to microcomputers. In addition, the center offers PLATO computers and courseware designed to help teach basic reading, math, and grammar skills to students.

The Learning Lab budget is separate from library services, but both budgets are administered by the Learning Resources Center director. Currently, a portion of the Learning Lab Coordinator's salary is contributed by ABE, since ABE students also are assisted in the lab. The majority of the students using the Learning Lab are special interest and ABE students.

Evaluation Strategies Used

Since direct instruction occurs in the Learning Lab, records of individual student progress are kept. In addition, the LRC staff use anecdotal reports of student successes in publicity about the LRC services.

As noted earlier, the LRC staff attributes a portion of the dramatic increase in in–person use and circulation to the expanding efforts of the Learning Lab and the outreach efforts of the library staff to these students. Use of the Learning Lab also continues to increase. During the period from 1985 to winter 1987, the number of students using the Learning Lab increased 22 percent.

Conclusion

The Anson Technical College Learning Resources Center has a historical connection to established adult basic education and General Education Degree programs through its Learning Lab. This relationship has grown over the past several years to the point where the Learning Lab's activities are integrated into the entire range of library services at Anson Technical College. The general library collection supports the instructional materials in the Learning Lab, and staff do not serve exclusively in just one part of the LRC's services.

In the future, the LRC will continue to work with the Community Services Division in their efforts to provide community–based ABE classes. The LRC will work with ABE students who use the center and is presently considering ways to provide materials at these community classes. This might include a deposit collection at the public library in Wadesboro. The LRC staff expect an increase in GED students, especially with the recent changes in the GED examination.

The increasing visibility of the LRC has aided staff in garnering special budget allotments and has resulted in increased use of services. The staff, however, still see that there is more to be done to make the LRC a community– wide service center. The library involvement in literacy services continues to help assure that this goal will be met.

CHAPTER EIGHT

CONCLUSIONS

LIBRARY INVOLVEMENT IN LITERACY VARIES GREATLY

This study shows that libraries are active partners in the national literacy effort. Activity, however, is variable. Public libraries, as expected, are the primary provider of literacy services in frequency and in the range of activities offered. State institution libraries and community college/technical school libraries report a more limited range of literacy activities and a lower level of involvement, but both offer traditional library literacy services. State library agencies are taking an increasingly active role in funding and consultation with local libraries.

When literacy activity is examined as three roles—literacy materials, literacy instruction, and literacy support services—all are present in the types of libraries noted above. The role of literacy instruction, on the whole, remains the least offered. Literacy support services and literacy materials are pervasive across all the libraries reporting involvement in literacy.

It is probably misleading to compare literacy activity across all types of libraries. Given the different missions of the libraries, it would be expected that the type of literacy activity would vary. The public library, with its mission to serve the general public, offers the widest range of literacy activities, across the literacy materials, literacy instruction, and literacy support services roles. Because literacy classes are often held in community colleges, the library logically supports the individual learning of these students by providing collections and learning lab facilities rather than offering direct instruction. For state institution libraries, literacy training may be offered by a separate branch of the institution or directly by the library. Depending on the parent institution's approach to literacy instruction, the library's response will vary.

For college and university libraries, their primary client groups are students and faculty. Their literacy role would be to provide materials to enhance curriculum and research in adult education. For school libraries, their mission is focused on the school-aged population. While some secondary schools could open their collection to adult basic education classes in the community, their primary contribution will be in the area of breaking the illiteracy cycle, that is, family literacy. State library agencies, with their mission to promote library development, logically look to supporting local literacy efforts with consultation and funding.

Describing the most likely roles by type of library should not be interpreted as saying that each library will carry out the same activities. As the data from the questionnaires show, a library selects from the entire range of literacy activities, making each program unique depending on the community and institutional characteristics. To narrowly define a "required" set of literacy activities for a type of library fails to take into account local differences and preogatives. In particular, a library does not need to be involved in direct instruction to be "involved" in adult literacy education.

ILLITERACY WON'T BE ACTED ON IF IT'S NOT SEEN

Identifying indicators for levels of literacy in a community is not simple, and this study used four indicators—percentage of population for whom English is a second language, ethnic diversity, education level, and poverty—to examine whether the level of literacy activity would relate with such objective indicators. This study could identify no clear relationship with community conditions, but did find a consistent relationship between level of literacy activity and the attitudes of the library managers toward literacy services. The case studies further illustrate the importance of the individual's perception of the need for service. This observation suggests the need for further examination of the perceptions of librarians regarding the problem of illiteracy and the library's role in literacy services.

LITERACY ACTIVITIES FIT IN A CONSTELLATION OF LIBRARY SERVICES

Across types of libraries, the most consistent predictor of library involvement in literacy services was the library's involvement in similar kinds of services: adult education activities, outreach services, and cooperation with non-library agencies. Apparently those libraries more hospitable to such services are also more open to an increase in the number of literacy activities. In the public library case studies, literacy services were seen a natural response in a tradition of responding to needs in the community, such as those of the hearing impaired, visually handicapped, homebound.

LIBRARY LITERACY ACTIVITIES FIT IN A CONTEXT OF COMMUNITY SERVICE

Libraries were more likely to be involved in literacy when there was more non-library literacy activity. An opposite expectation might have been justified: that libraries would be more likely to be involved in literacy education where others were not addressing the problem of illiteracy. The reason for the finding that library involvement is greater where there are more non-library providers is not clear. In some cases, the library has been asked for space for tutoring or for literacy materials by the non-library providers. The presence of literacy education activities may increase others' perceptions of the needs for service. The picture that emerges, however, is of libraries finding their place in the configuration of literacy education services offered in their community. There was little reference to conflict or redundancy among the adult educators, librarians, and others offering literacy services.

LITERACY SERVICES MAY NOT BE INSTITUTIONALIZED IN THE LIBRARY

The premise of cooperation that underlies much of the library literacy activities leads libraries to choose among a wide variety of activities. To say that libraries are entirely comfortable with their involvement, however, is incorrect. As demand for library literacy activities increases, librarians try to find a logical place for the service within the organization. Are these activities a part of adult services, reference, or outreach? As the data from the questionnaires show, funding from local library sources is limited; libraries depend on outside sources to fund these activities. As outside funding increases for library literacy activities, more attention should be given to assuring that the literacy programs become more institutionalized, rather than being seen as a "special service." Without this library-wide acceptance of the literacy service, these activities in most libraries will suffer the same fate as other special user services.

A lack of institutional support for literacy activities may stem from a number of factors. As the case studies and literature illustrate, library literacy programs tend to be identified with an individual who has a particular interest in this kind of library service. For other libraries, once they become involved in literacy activities, they realize that the journey for adult new readers to becoming steady library users is a long one. The payoff for libraries is not dramatic in terms of a new user group; the return to the community, however, is considerable.

VOLUNTEERS ARE KEY PERSONNEL

Basic to many library literacy programs is support from volunteers. These volunteers, however, tend to be more "professional" than the general library volunteers. For example, many have a higher education or other professional background and view their involvement in the literacy program as professional service. This particularly is true of those involved in tutor training and student recruitment and placement. Given this level of commitment, libraries find that, as a group, the volunteers are making many of the service decisions comparable to those that would normally be made by the staff in other library services. The interviews suggest that this situation has the potential to detract from the perception of the literacy program as a general library service and that integrating a primarily volunteer-based library service with more established library services is the challenge facing many of the rapidly growing library literacy programs.

EVALUATION IS A CRITICAL AREA FOR DEVELOPMENT

The basic question regarding library literacy programs is "what differences do they make?" This is a perennial question for any library service and is problematic to assess. The majority of libraries are not involved in direct instruction; these libraries' literacy materials and literacy support services contribute to the community-wide literacy effort. To what degree these contribute is particularly difficult to assess, although interviews with non-library literacy providers suggests that this support is critical to their efforts. On the instructional level, libraries report that their programs are having an impact on individuals. Each person who reaches his or her learning goal is a success story. But considering the survey and case study data, the number of adults being helped does not appear to be making a major difference in the communities' illiteracy rates. The challenge of this low difference is not a library problem alone; all literacy providers combined are reaching only a limited number of adults who need help (Kozol, 1986).

Evaluation data now collected by libraries are mainly counts of elements of the program such as numbers of students, of tutors, of materials used, and the like. In the absence of well-specified objectives for literacy programs, the objects for evaluation are not clear. Some argue that the increases in the reading level of the learner are the ultimate evaluation, but evaluation of learner progress has been frustrated by the complexities of defining criteria for progress (that is, whether progress should be relative to a standard test, to the learner's goal) and the difficulties in obtaining quality longitudinal data in an area where both the learner and the tutor are volunteers.

LIBRARIES ARE FINDING THEIR PLACE IN THE LITERACY EFFORT

Individually, libraries do make a difference by winning small skirmishes, although nationally, the campaign against illiteracy may seem to make little progress. When one examines the strengths of libraries—especially public and school libraries—services to children provide a great opportunity to prevent illiteracy. Prevention of illiteracy, in the long run, has a greater chance of success than remediation. Family literacy programs focussed on parents and children have the potential for more institution-wide support since these services bring together several different service units in the library. Recent news from state library agencies (such as, New York and California) of activities in support of family literacy is encouraging.

The immediate future for library adult literacy programs seems optimistic. Libraries currently involved in literacy education are reporting expansion of existing services. For those libraries not involved or with limited involvement, plans to study and start services are reported. In the long term, however, the current amount of library literacy activity may level off unless there is library support of these services. Until literacy services are seen as a basic service function in libraries, many of the programs will disappear. Libraries, especially public libraries, have historically been involved in literacy. But a review of this involvement shows upward and downward swings. Increasing community involvement in library literacy projects and continuation of cooperative efforts among providers can help assure that this current level of activity at least remains constant, if not increases.

Literacy has always been implicit in the role of libraries. At this time, libraries are making explicit their role as essential partners in the local and national effort. Future library involvement in literacy activities may dependon parallel services in remediation and prevention. The first may help alter the texture of the individual's life; the second may do more to break a social cycle.

APPENDIX A

LIBRARIES AND LITERACY EDUCATION IN THE UNITED STATES

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APPENDIX B

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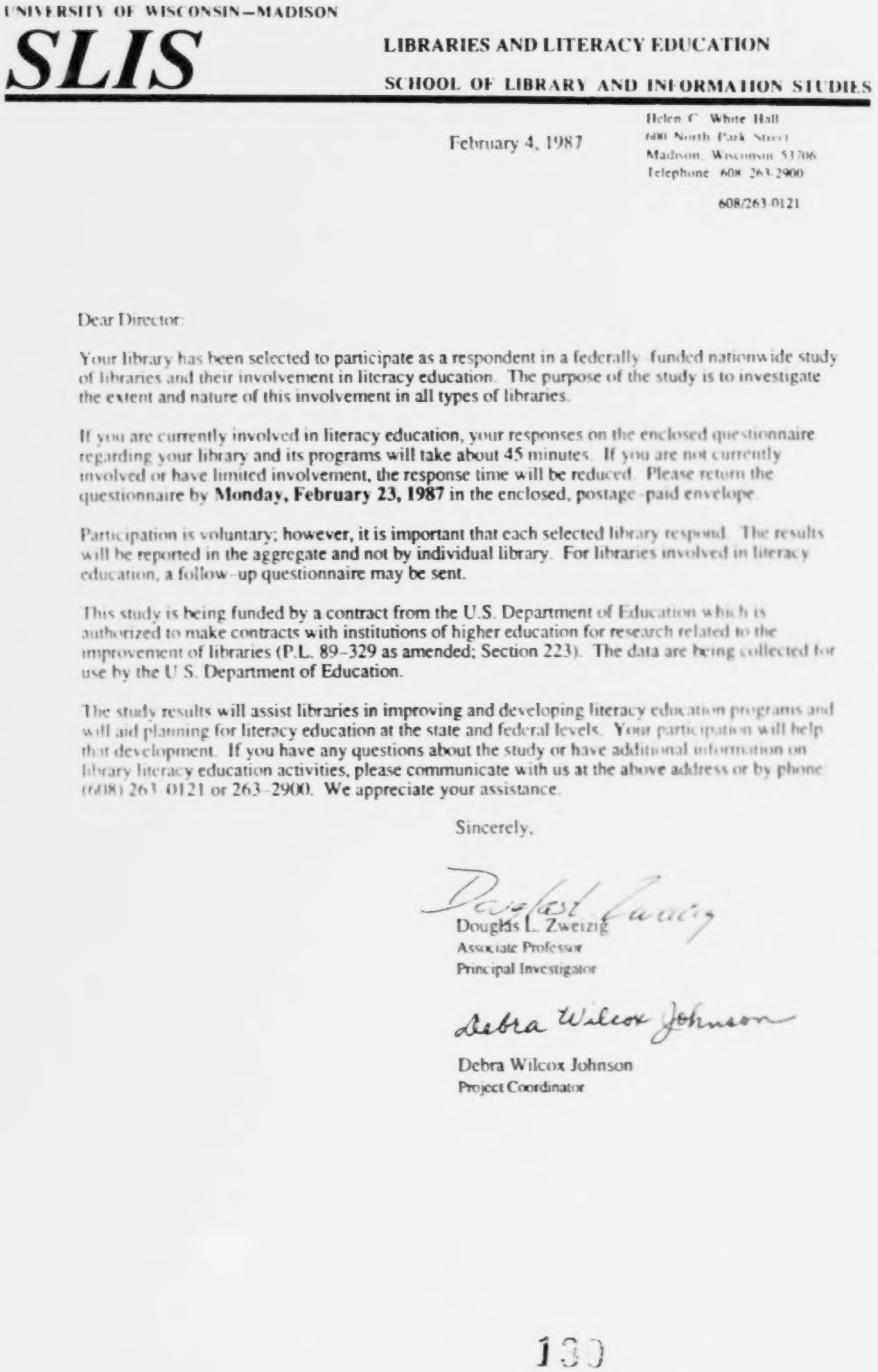
APPENDIX C

Cover Letters and Questionnaires

Sample Cover Letter Sent with First Questionnaire



UNIVERSITY OF WISCONSIN–MADISON
SLIS
LIBRARIES AND LITERACY EDUCATION
SCHOOL OF LIBRARY AND INFORMATION STUDIES

Helen C. White Hall
600 North Park Street
Madison, Wisconsin 53706
Telephone 608 263-2900

608/263-0121

February 4, 1987

Dear Director:

Your library has been selected to participate as a respondent in a federally funded nationwide study of libraries and their involvement in literacy education. The purpose of the study is to investigate the extent and nature of this involvement in all types of libraries.

If you are currently involved in literacy education, your responses on the enclosed questionnaire regarding your library and its programs will take about 45 minutes. If you are not currently involved or have limited involvement, the response time will be reduced. Please return the questionnaire by **Monday, February 23, 1987** in the enclosed, postage-paid envelope.

Participation is voluntary; however, it is important that each selected library respond. The results will be reported in the aggregate and not by individual library. For libraries involved in literacy education, a follow-up questionnaire may be sent.

This study is being funded by a contract from the U.S. Department of Education which is authorized to make contracts with institutions of higher education for research related to the improvement of libraries (P.L. 89-329 as amended; Section 223). The data are being collected for use by the U.S. Department of Education.

The study results will assist libraries in improving and developing literacy education programs and will aid planning for literacy education at the state and federal levels. Your participation will help that development. If you have any questions about the study or have additional information on library literacy education activities, please communicate with us at the above address or by phone: (608) 263-0121 or 263-2900. We appreciate your assistance.

Sincerely,

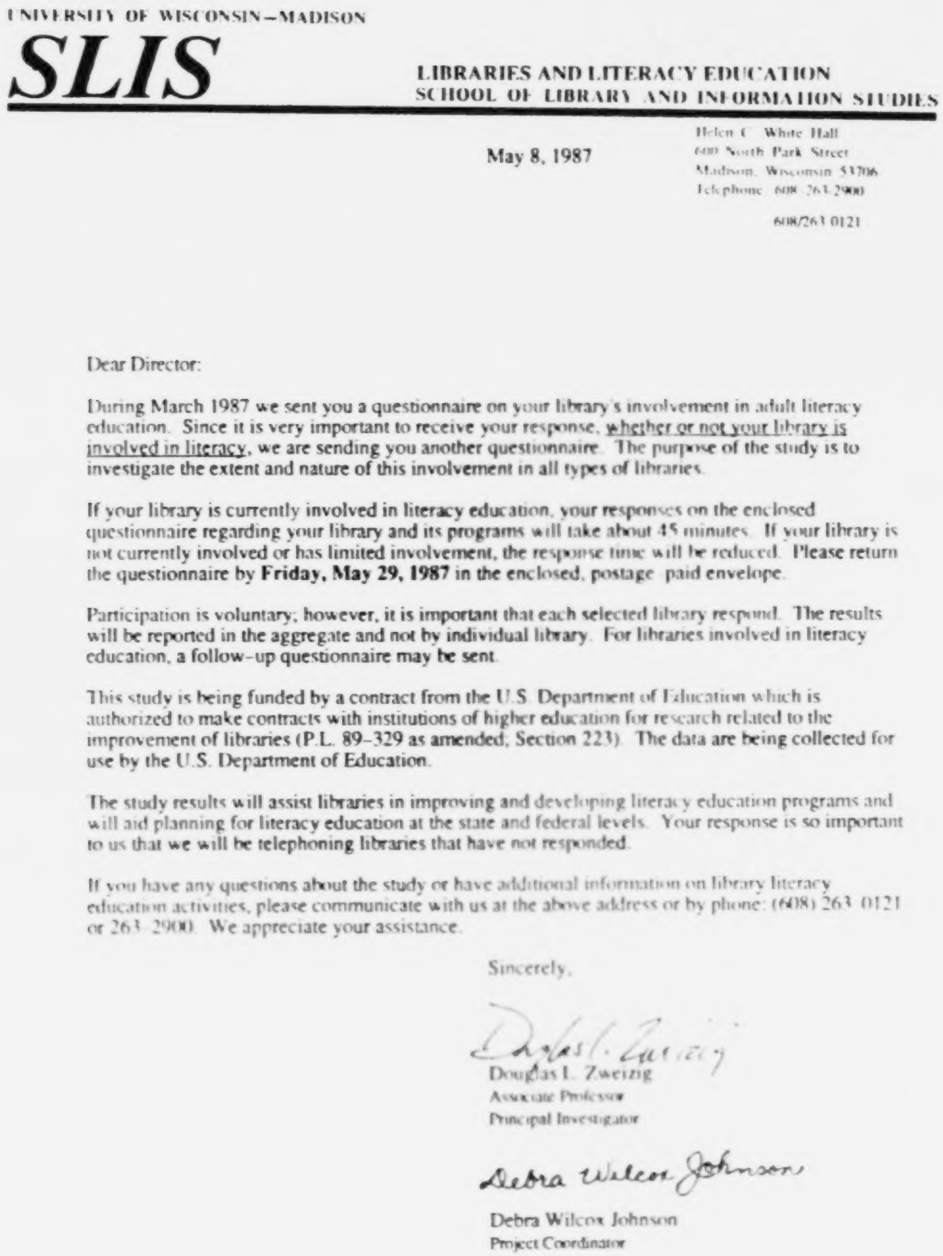
Douglas L. Zweizig

Douglas L. Zweizig
Associate Professor
Principal Investigator

Debra Wilcox Johnson

Debra Wilcox Johnson
Project Coordinator

Sample Cover Letter Sent with Follow-up Questionnaire



UNIVERSITY OF WISCONSIN–MADISON
SLIS
LIBRARIES AND LITERACY EDUCATION
SCHOOL OF LIBRARY AND INFORMATION STUDIES

Helen C. White Hall
600 North Park Street
Madison, Wisconsin 53706
Telephone 608 263-2900

608/263 0121

May 8, 1987

Dear Director:

During March 1987 we sent you a questionnaire on your library's involvement in adult literacy education. Since it is very important to receive your response, whether or not your library is involved in literacy, we are sending you another questionnaire. The purpose of the study is to investigate the extent and nature of this involvement in all types of libraries.

If your library is currently involved in literacy education, your responses on the enclosed questionnaire regarding your library and its programs will take about 45 minutes. If your library is not currently involved or has limited involvement, the response time will be reduced. Please return the questionnaire by **Friday, May 29, 1987** in the enclosed, postage paid envelope.

Participation is voluntary; however, it is important that each selected library respond. The results will be reported in the aggregate and not by individual library. For libraries involved in literacy education, a follow-up questionnaire may be sent.

This study is being funded by a contract from the U.S. Department of Education which is authorized to make contracts with institutions of higher education for research related to the improvement of libraries (P.L. 89-329 as amended, Section 223). The data are being collected for use by the U.S. Department of Education.

The study results will assist libraries in improving and developing literacy education programs and will aid planning for literacy education at the state and federal levels. Your response is so important to us that we will be telephoning libraries that have not responded.

If you have any questions about the study or have additional information on library literacy education activities, please communicate with us at the above address or by phone: (608) 263-0121 or 263-2900. We appreciate your assistance.

Sincerely,

Douglas L. Zweizig
Associate Professor
Principal Investigator

Debra Wilcox Johnson

Debra Wilcox Johnson
Project Coordinator

Sample Cover Letter Sent with Program Description Questionnaire

UNIVERSITY OF WISCONSIN—MADISON
SLIS
LIBRARIES AND LITERACY EDUCATION
SCHOOL OF LIBRARY AND INFORMATION STUDIES

Helen C. White Hall
600 North Park Street
Madison, Wisconsin 53706
Telephone 608 263-2900

608/263-0121

July 2, 1987

Dear Director:

Your library was selected this spring to participate as a respondent in a federally–funded nationwide study of libraries and their involvement in literacy education. You indicated on the first questionnaire that your library was involved in literacy education.

In order to provide more details on the type of literacy activities in libraries, we are asking you to respond to this second–stage questionnaire. This questionnaire will provide essential details on the literacy programs in libraries and how these programs are evaluated.

Your responses will take about 30 minutes. Please return the questionnaire by **Friday, July 24, 1987** in the enclosed, postage-paid envelope.

Participation is voluntary; however, it is important that each selected library respond. The results will be reported in the aggregate and not by individual library.

This study is being funded by a contract from the U.S. Department of Education which is authorized to make contracts with institutions of higher education for research related to the improvement of libraries (P.L. 89–329 as amended; Section 223). The data are being collected for use by the U.S. Department of Education.

The study results will assist libraries in improving and developing literacy education programs and will aid planning for literacy education at the state and federal levels. Your participation will help that development. If you have any questions about the study or have additional information on library literacy education activities, please communicate with us at the above address or by phone: (608) 263–0121 or 263–2900. We appreciate your continued assistance.

Sincerely,

Douglas L. Zweizig

Douglas L. Zweizig
Associate Professor
Principal Investigator

Debra Wilcox Johnson

Debra Wilcox Johnson
Project Coordinator

Sample Cover Letter Sent to School Districts

UNIVERSITY OF WISCONSIN—MADISON
SLIS
LIBRARIES AND LITERACY EDUCATION
SCHOOL OF LIBRARY AND INFORMATION STUDIES

Helen C. White Hall
600 North Park Street
Madison, Wisconsin 53706
Telephone 608 263-2900
608/263-0121

February 16, 1987

Dear Director of Library Media Services:

Your school district has been selected to participate as a respondent in a federally-funded nationwide study of libraries and their involvement in literacy education. The purpose of the study is to investigate the extent and nature of this involvement in all types of libraries. In particular, we are interested in the involvement of secondary school library/media centers in providing literacy programs targeted to the out-of-school adult.

If your secondary school library/media centers are currently involved in literacy education, your responses on the enclosed questionnaire regarding your secondary school library/media centers and their programs will take about 45 minutes. If your secondary school library/media centers are not currently involved or have limited involvement, the response time will be reduced. Please return the questionnaire by **Friday, March 6, 1987** in the enclosed, postage-paid envelope.

Participation is voluntary; however, it is important that each selected school district respond. The results will be reported in the aggregate and not by individual district. For districts involved in literacy education, a follow-up questionnaire may be sent.

This study is being funded by a contract from the U.S. Department of Education which is authorized to make contracts with institutions of higher education for research related to the improvement of libraries (P.L. 89-329 as amended; Section 223). The data are being collected for use by the U.S. Department of Education.

The study results will assist libraries and media centers in improving and developing literacy education programs and will aid planning for literacy education at the state and federal levels. Your participation will help that development. If you have any questions about the study or have additional information on library literacy education activities, please communicate with us at the above address or by phone: (608) 263-0121 or 263-2900. We appreciate your assistance.

Sincerely,

Douglas L. Zweizig

Douglas L. Zweizig
Associate Professor
Principal Investigator

Debra Wilcox Johnson

Debra Wilcox Johnson
Project Coordinator

Sample Cover Letter Sent with Follow-up Questionnaire to School Districts

UNIVERSITY OF WISCONSIN–MADISON
SLIS
LIBRARIES AND LITERACY EDUCATION
SCHOOL OF LIBRARY AND INFORMATION STUDIES

Helen C. White Hall
600 North Park Street
Madison, Wisconsin 53706
Telephone 608/263-2900
608/263-0121

April 23, 1987

Dear Director of Library Media Services:

During February 1987 we sent your school district a questionnaire on library/media center involvement in providing adult literacy education. Since it is very important to receive your response, **whether or not your media centers are involved in literacy**, we are sending you another questionnaire. The purpose of the study is to investigate the extent and nature of this involvement in all types of libraries. In particular, we are interested in the involvement of secondary school library/media centers in providing literacy programs targeted to the out-of-school adult.

If your secondary school library/media centers are currently involved in literacy education, your responses on the enclosed questionnaire regarding your secondary school library/media centers and their programs will take about 45 minutes. If your secondary school library/media centers are not currently involved or have limited involvement, the response time will be reduced. Please return the questionnaire by **Friday, May 15, 1987** in the enclosed, postage-paid envelope.

Participation is voluntary; however, it is important that each selected school district respond. The results will be reported in the aggregate and not by individual library. For districts involved in literacy education, a follow-up questionnaire may be sent.

This study is being funded by a contract from the U.S. Department of Education which is authorized to make contracts with institutions of higher education for research related to the improvement of libraries (P.L. 89-329 as amended; Section 223). The data are being collected for use by the U.S. Department of Education.

The study results will assist libraries and media centers in improving and developing literacy education programs and will aid planning for literacy education at the state and federal levels. Your response is so important to us that we will be telephoning school districts that have not responded.

If you have any questions about the study or have additional information on library literacy education activities, please communicate with us at the above address or by phone: (608) 263-0121 or 263-2900. We appreciate your assistance.

Sincerely,

Douglas L. Zweizig
Douglas L. Zweizig
Professor
Principal Investigator

Debra Wilcox Johnson
Debra Wilcox Johnson
Project Coordinator

NOTE: It is important to know if you received this questionnaire. If you do not plan on responding to the questionnaire, please check [x] below and return this letter in the business reply envelope provided. Thank you.

We cannot respond to the questionnaire at this time.

School District:______________________________

City/State:______________________________

LIBRARIES AND LITERACY EDUCATION

PUBLIC LIBRARY QUESTIONNAIRE

DEFINITION OF LITERACY EDUCATION

Literacy education provides learning opportunities for adults sixteen and over who are not enrolled in secondary school. The opportunities include the range from initial acquisition of basic reading ability through the threshold of functional literacy in home, work, and community.

The following activities are examples of library involvement in literacy education:

> Contributing to public understanding of the nature of illiteracy and ways to increase adult literacy.
>
> Preparing and disseminating print and electronic materials to help low literate adults to increase their communication proficiencies.
>
> Helping to plan and conduct educational activities for adults seeking to reach a threshold of functional literacy, for example, recruitment and training of volunteers.
>
> Including, within adult education activities related to any content area or life role, a literacy education component that includes deliberate attention to raising literacy to levels that allow people to function in society and to enhance their lives.

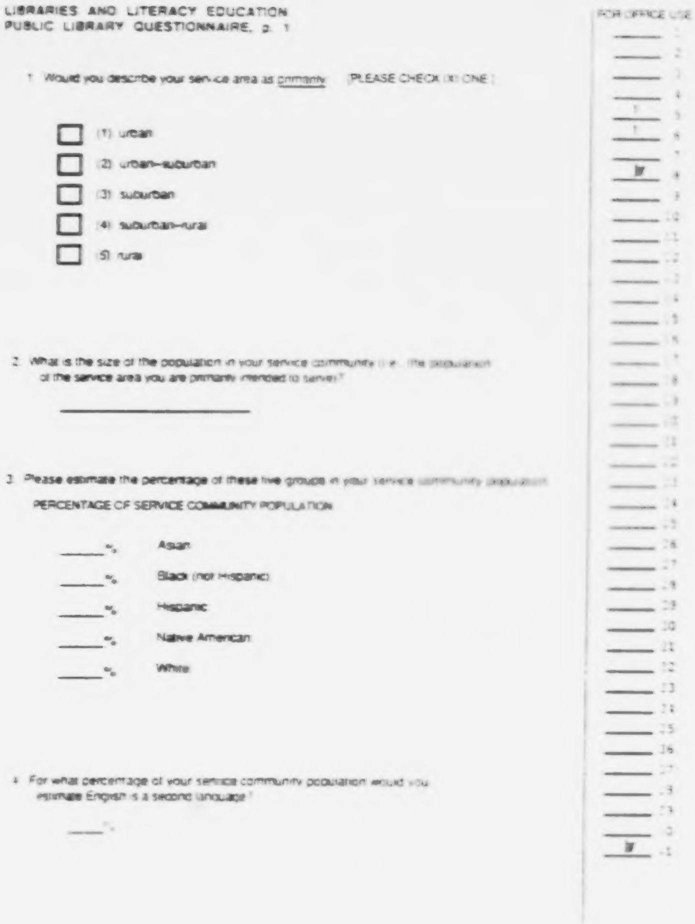
The following activities are not examples of library involvement in literacy education:

> Offering social work or counseling services to assist less advantaged low literate adults to cope with personal and social problems.
>
> Providing adult vocational education for people at low levels of proficiency and employment.
>
> Providing course-related remedial education for students enrolled at the community college or university level.
>
> Undifferentiated provision of library services for the general public, some small portion of whom are adults with low literacy.
>
> Providing educational opportunities for adults with high educational levels, to enhance their literacy (such as through Great Books discussion groups or National Issues Forum study circles).

Return to:

LIBRARIES AND LITERACY EDUCATION
School of Library and Information Studies
University of Wisconsin—Madison
600 North Park Street
Madison, Wisconsin 53706

OMB No. 1850-0595 Exp. 7/31/87



LIBRARIES AND LITERACY EDUCATION
PUBLIC LIBRARY QUESTIONNAIRE, p. 1

1. Would you describe your service area as primarily [PLEASE CHECK (X) ONE.]

☐ (1) urban
☐ (2) urban–suburban
☐ (3) suburban
☐ (4) suburban–rural
☐ (5) rural

2. What is the size of the population in your service community (i.e., the population of the service area you are primarily intended to serve)?

____

3. Please estimate the percentage of these five groups in your service community population.

PERCENTAGE OF SERVICE COMMUNITY POPULATION

_____% Asian
_____% Black (not Hispanic)
_____% Hispanic
_____% Native American
_____% White

4. For what percentage of your service community population would you estimate English is a second language?

_____%

FOR OFFICE USE

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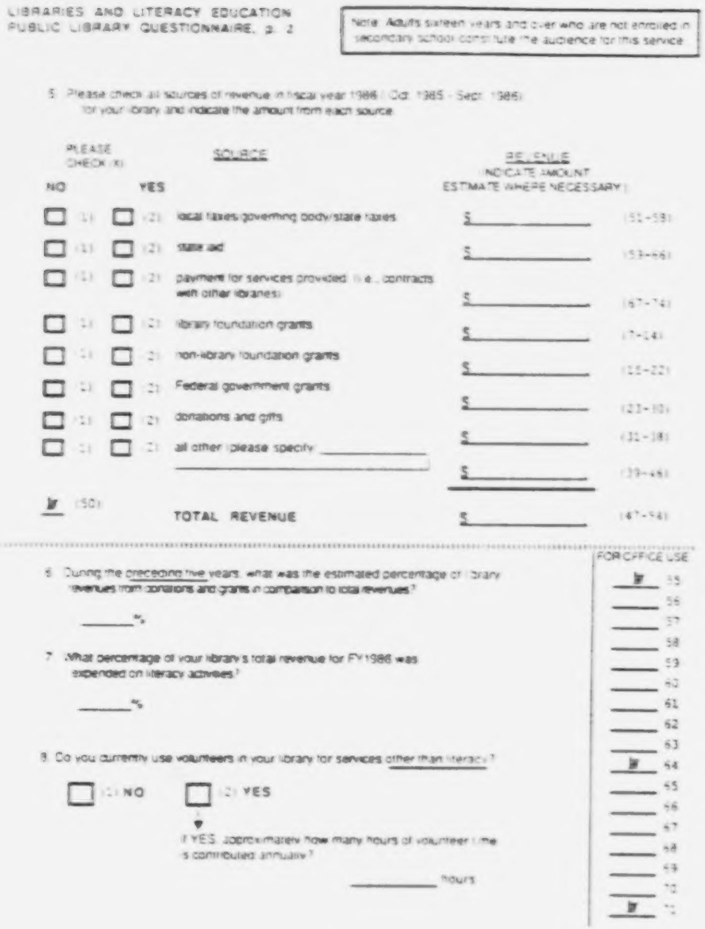

LIBRARIES AND LITERACY EDUCATION
PUBLIC LIBRARY QUESTIONNAIRE, p. 2

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

5. Please check all sources of revenue in fiscal year 1986 (Oct. 1985 - Sept. 1986) for your library and indicate the amount from each source.

PLEASE CHECK (X) NO	YES	SOURCE	REVENUE (INDICATE AMOUNT ESTIMATE WHERE NECESSARY)	
☐ (1)	☐ (2)	local taxes/governing body/state taxes	$________	(51-58)
☐ (1)	☐ (2)	state aid	$________	(59-66)
☐ (1)	☐ (2)	payment for services provided (i.e., contracts with other libraries)	$________	(67-74)
☐ (1)	☐ (2)	library foundation grants	$________	(7-14)
☐ (1)	☐ (2)	non-library foundation grants	$________	(15-22)
☐ (1)	☐ (2)	Federal government grants	$________	(23-30)
☐ (1)	☐ (2)	donations and gifts	$________	(31-38)
☐ (1)	☐ (2)	all other (please specify ________)	$________	(39-46)
lr (50)		TOTAL REVENUE	$________	(47-54)

6. During the preceding five years, what was the estimated percentage of library revenues from donations and grants in comparison to total revenues?

_____%

7. What percentage of your library's total revenue for FY1986 was expended on literacy activities?

_____%

8. Do you currently use volunteers in your library for services other than literacy?

☐ (1) NO ☐ (2) YES

If YES, approximately how many hours of volunteer time is contributed annually?

________ hours

FOR OFFICE USE

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LIBRARIES AND LITERACY EDUCATION
PUBLIC LIBRARY QUESTIONNAIRE, p. 3

9. Does your library offer the following (PLEASE CHECK [x] ALL THAT APPLY.)

- ☐ On-site educational counseling for assessing needs and planning an educational program
- ☐ Adult informational programming, e.g., on stocks, estate planning, or bicycle repair
- ☐ Maintaining files to identify learning opportunities in the community
- ☐ Referral to other educational institutions and organizations
- ☐ Adult programming to enhance reading, e.g., book discussions, author lectures
- ☐ None of the above

10. Does your library provide the following services (PLEASE CHECK [x] ALL THAT APPLY.)

- ☐ Provide materials to residents of nursing home(s)
- ☐ Provide materials to residents of correctional institution(s)
- ☐ Offer programming outside the library for adults, e.g., at senior or recreational centers
- ☐ Deliver materials to the homebound
- ☐ Offer telephone reference service via a telecommunications device for the deaf or the hearing impaired (TDD/TTY)
- ☐ Plan cooperative programming with non-library agencies on social problems, e.g., drug abuse, domestic violence, teen pregnancy
- ☐ None of the above

11. Does your library work with non-library agencies and organizations by (PLEASE CHECK [x] ALL THAT APPLY.)

- ☐ selecting materials
- ☐ sharing information about services
- ☐ co-sponsoring programs
- ☐ sharing resources
- ☐ attending their meetings/programs
- ☐ undertaking publicity or public relations efforts
- ☐ referring patrons to appropriate services
- ☐ participating in their staff training
- ☐ inviting agency personnel to participate in library continuing education offerings
- ☐ representing the library on boards or committees
- ☐ None of the above

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LIBRARIES AND LITERACY EDUCATION
PUBLIC LIBRARY QUESTIONNAIRE, p. 4

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

12. Is there a state-level literacy effort without library involvement in your state?

☐ (1) NO ☐ (2) YES ☐ (8) DON'T KNOW

↓ If YES, which agency/organization coordinates this effort?

____

13. Is there a state-level library-involved literacy effort in your state?

☐ (1) NO ☐ (2) YES ☐ (8) DON'T KNOW

↓ If YES, which agency/organization coordinates this effort?

____

14. Are there non-library activities going on in your community/area to combat illiteracy?

- ☐ (1) NO [GO TO Q. 15]
- ☐ (8) DON'T KNOW [GO TO Q. 15]
- ☐ (2) YES, but I'm not familiar with them [GO TO Q. 15]
- ☐ (3) YES

↓ If YES, which of the following are being offered? (PLEASE CHECK [x] ALL THAT APPLY.)

- ☐ program at a community college/technical school
- ☐ program offered through a school district
- ☐ volunteer literacy tutoring group
  - ☐ affiliated with Laubach Literacy International
  - ☐ affiliated with Literacy Volunteers of America
  - ☐ no affiliation with national group
  - ☐ don't know affiliation
- ☐ college or university program
- ☐ other (Please specify ______________________)

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LIBRARIES AND LITERACY EDUCATION
PUBLIC LIBRARY QUESTIONNAIRE, p. 5

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

FOR OFFICE USE
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15. Are there any other library literacy activities in your area (including public library systems as well as other types of libraries)?

☐ (1) NO ☐ (2) YES ☐ (9) DON'T KNOW

IF YES, who is providing this service?

____

16. How important do you think your library's efforts are in literacy activities in relation to your other library activities?

(PLEASE CIRCLE ONE NUMBER.)

NOT IMPORTANT 1 2 3 4 5 6 7 8 9 10 VERY IMPORTANT

17. How do you think your library board of trustees rate the importance of literacy activities in relation to your library's other activities?

(PLEASE CIRCLE ONE NUMBER.)

NOT IMPORTANT 1 2 3 4 5 6 7 8 9 10 VERY IMPORTANT

LIBRARIES AND LITERACY EDUCATION
PUBLIC LIBRARY QUESTIONNAIRE, p. 6

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

18. Please rate the following statements on a ten-point scale by circling the appropriate number.

(PLEASE CIRCLE ONLY ONE NUMBER.)

	STRONGLY AGREE									STRONGLY DISAGREE
a. Literacy programs are an essential service of public libraries.	1	2	3	4	5	6	7	8	9	10
b. An important function of public libraries is to provide literacy tutoring.	1	2	3	4	5	6	7	8	9	10
c. Public libraries should designate a portion of their budgets for literacy activities.	1	2	3	4	5	6	7	8	9	10
d. Public library resources are better used for services other than literacy.	1	2	3	4	5	6	7	8	9	10
e. Sponsoring literacy programs in public libraries helps fill the gaps between services provided by literacy agencies.	1	2	3	4	5	6	7	8	9	10
f. A primary educational purpose of the public library is to stimulate readers to read, not teach non-readers to read.	1	2	3	4	5	6	7	8	9	10
g. It is not clear how a public library can become involved in literacy.	1	2	3	4	5	6	7	8	9	10
h. The involvement of public libraries in literacy efforts is an unnecessary duplication of services provided by other literacy agencies.	1	2	3	4	5	6	7	8	9	10
i. Public libraries should become involved in literacy programs only with funding from outside sources.	1	2	3	4	5	6	7	8	9	10
j. A primary educational purpose of the public library is to combat illiteracy, i.e., to assist adults learning to read.	1	2	3	4	5	6	7	8	9	10
k. The primary purpose of public libraries in literacy programs is to provide materials.	1	2	3	4	5	6	7	8	9	10
l. Public libraries should designate staff responsibilities for literacy programs.	1	2	3	4	5	6	7	8	9	10
m. Literacy services in public libraries supplement the services provided by literacy agencies.	1	2	3	4	5	6	7	8	9	10

(74)

LIBRARIES AND LITERACY EDUCATION
PUBLIC LIBRARY QUESTIONNAIRE, p. 7

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

COLLECTION DEVELOPMENT

Does your library:

19. Provide literacy print materials?

☐ (1) NO ☐ (2) YES-- PLEASE CHECK ALL THAT APPLY

	at the library?	at another facility?
for adult new readers/learners	☐	☐
for English as a second language (ESL) readers	☐	☐
for use by literacy tutors or instructors	☐	☐

If provided at another facility, which facility(ies)? ____________________

____

____

20. Provide literacy audiovisual materials (for example, audiocassettes, phonograph records, videotapes)?

☐ (1) NO ☐ (2) YES-- PLEASE CHECK ALL THAT APPLY

	at the library?	at another facility?
for adult new readers/learners	☐	☐
for English as a second language (ESL) readers	☐	☐
for use by literacy tutors or instructors	☐	☐

21. Provide microcomputers and microcomputer software teaching basic skills (i.e., math, reading, and writing)?

☐ (1) NO ☐ (2) YES-- PLEASE CHECK ALL THAT APPLY

	at the library?	at another facility?
for adult new readers/learners	☐	☐
for English as a second language (ESL) readers	☐	☐
for use by literacy tutors or instructors	☐	☐

FOR OFFICE USE

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LIBRARIES AND LITERACY EDUCATION
PUBLIC LIBRARY QUESTIONNAIRE, p. 8

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

Does your library:

22. Develop basic skills microcomputer software?

- for adult new readers/learners	☐ (1) NO	☐ (2) YES
- for English as a second language (ESL) readers	☐ (1) NO	☐ (2) YES
- for use by literacy tutors or instructors	☐ (1) NO	☐ (2) YES

23. Compile, print, and distribute bibliographies of literacy materials available from the library for adult new readers/learners or for use by tutors or instructors?

☐ (1) NO ☐ (2) YES

24. Write literacy print materials for adult new readers/learners?

☐ (1) NO ☐ (2) YES

25. Produce and distribute literacy print materials for adult new readers/learners?

☐ (1) NO ☐ (2) YES

26. Produce and distribute audiovisual materials for adult new readers/learners?

☐ (1) NO ☐ (2) YES

27. Provide a research collection on the topic of adult illiteracy?

☐ (1) NO ☐ (2) YES

28. Identify literacy collections in the area, not provided by your library?

☐ (1) NO ☐ (2) YES

29. Provide demonstration collections of literacy materials?

☐ (1) NO ☐ (2) YES

_br_ (25)

LIBRARIES AND LITERACY EDUCATION
PUBLIC LIBRARY QUESTIONNAIRE, p. 9

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

INSTRUCTION

Does your library

30. Train literacy tutors?

☐ (1) NO ☐ (2) YES

31. Participate in training sessions for non-library tutors?

☐ (1) NO ☐ (2) YES

32. Participate in staff development programs for adult basic education instructors?

☐ (1) NO ☐ (2) YES

33. Recruit tutors for a library-based instructional program?

☐ (1) NO ☐ (2) YES

34. Recruit tutors for other literacy providers?

☐ (1) NO ☐ (2) YES

35. Recruit adult students for a library-based literacy instructional program?

☐ (1) NO ☐ (2) YES

36. Recruit adult students for other literacy providers?

☐ (1) NO ☐ (2) YES

37. Evaluate progress of adult students?

☐ (1) NO ☐ (2) YES

38. Provide library-based literacy instruction/tutoring at sites other than the library?

☐ (1) NO ☐ (2) YES

39. Within the past two years, did your library offer staff development/continuing education opportunities on literacy for library staff?

☐ (1) NO ☐ (2) YES

LIBRARIES AND LITERACY EDUCATION
PUBLIC LIBRARY QUESTIONNAIRE, p. 10

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

SERVICES

Does your library:

40. Have space that is regularly used for literacy tutoring or adult basic education classes or for tutor training programs?

☐ (1) NO ☐ (2) YES

41. Develop and distribute publicity about providers of literacy services (e.g., production of brochures, newsletters, or audiovisual materials)?

☐ (1) NO ☐ (2) YES

42. Publicize the problem of illiteracy (e.g., public hearings, informational programs, library displays, news coverage)?

☐ (1) NO ☐ (2) YES

43. Maintain information about literacy providers in the area?

☐ (1) NO ☐ (2) YES

44. Provide the primary contact or publicized telephone number for information on literacy and referral of clients?

☐ (1) NO ☐ (2) YES

45. Refer requests about literacy services to the appropriate literacy provider?

☐ (1) NO ☐ (2) YES

46. Follow-up on referrals made to other literacy providers?

☐ (1) NO ☐ (2) YES

47. Provide library tours/orientation for literacy students, tutors, or instructors?

☐ (1) NO ☐ (2) YES

48. Participate as a member of a literacy coalition?

☐ (1) NO ☐ (2) YES

49. Coordinate the total literacy effort in the community?

☐ (1) NO ☐ (2) YES

50. Provide library funds to support community literacy efforts?

☐ (1) NO ☐ (2) YES

51. Administer funds for a community literacy program?

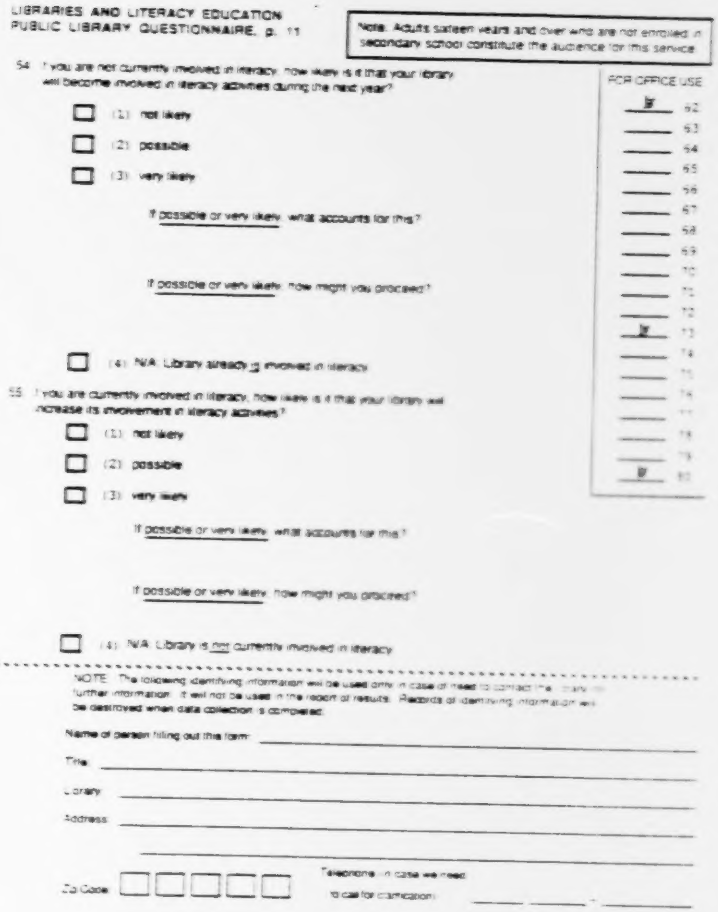
☐ (1) NO ☐ (2) YES

52. Consult with other libraries on literacy issues and services?

☐ (1) NO ☐ (2) YES

53. Provide support services (e.g., advice or guidance) directly to individual learners/tutors?

☐ (1) NO ☐ (2) YES



LIBRARIES AND LITERACY EDUCATION
PUBLIC LIBRARY QUESTIONNAIRE, p. 11

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

54. If you are not currently involved in literacy, how likely is it that your library will become involved in literacy activities during the next year?

☐ (1) not likely

☐ (2) possible

☐ (3) very likely

If possible or very likely, what accounts for this?

If possible or very likely, how might you proceed?

☐ (4) N/A: Library already is involved in literacy

55. If you are currently involved in literacy, how likely is it that your library will increase its involvement in literacy activities?

☐ (1) not likely

☐ (2) possible

☐ (3) very likely

If possible or very likely, what accounts for this?

If possible or very likely, how might you proceed?

☐ (4) N/A: Library is not currently involved in literacy

FOR OFFICE USE
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NOTE: The following identifying information will be used only in case of need to contact the library for further information. It will not be used in the report of results. Records of identifying information will be destroyed when data collection is completed.

Name of person filling out this form: ______________________

Title: ______________________

Library: ______________________

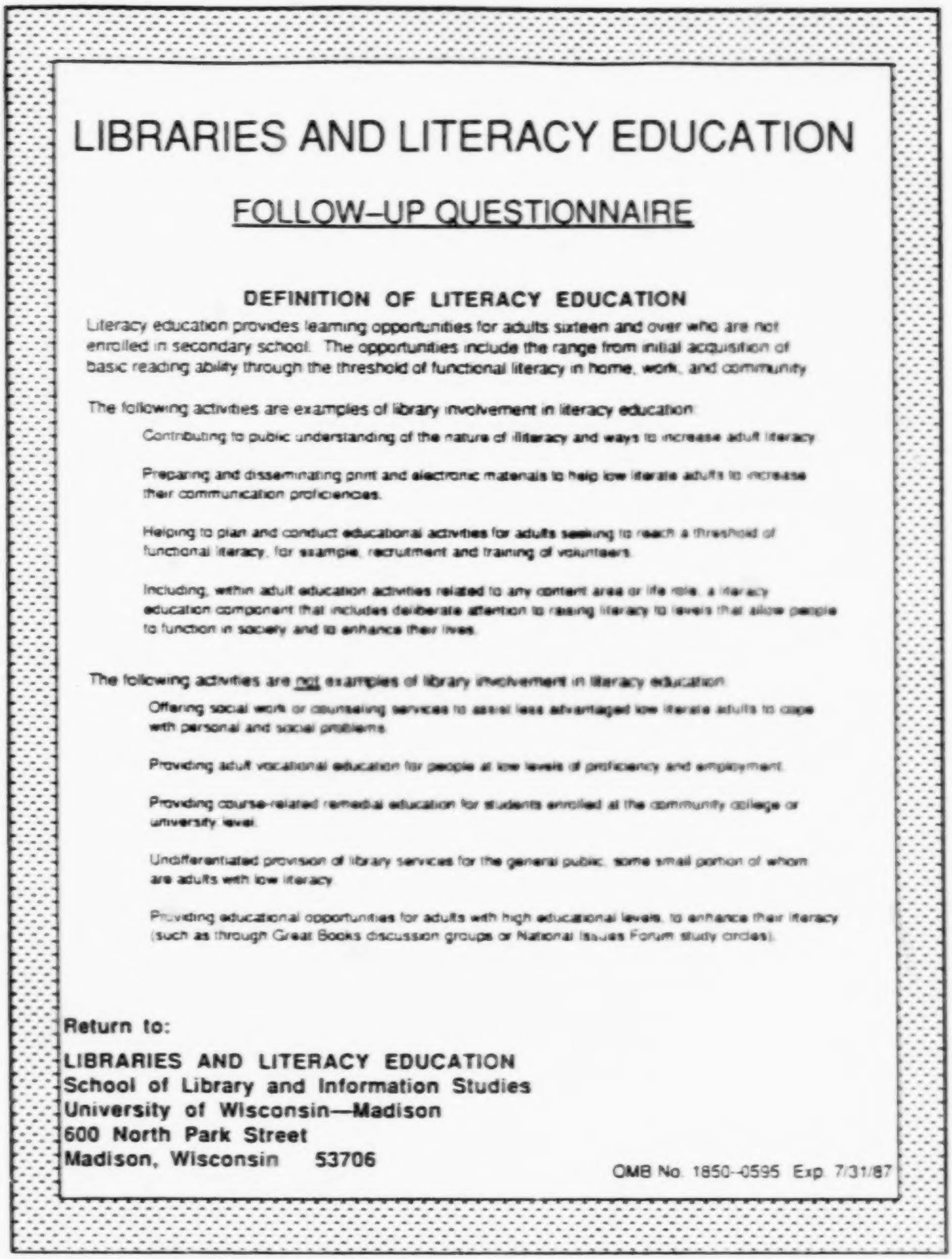
Address: ______________________

____

Zip Code: ☐☐☐☐☐ Telephone (in case we need to call for clarification): ____ ____ - ______

LIBRARIES AND LITERACY EDUCATION

UNIVERSITY OF WISCONSIN—MADISON



LIBRARIES AND LITERACY EDUCATION

FOLLOW–UP QUESTIONNAIRE

DEFINITION OF LITERACY EDUCATION

Literacy education provides learning opportunities for adults sixteen and over who are not enrolled in secondary school. The opportunities include the range from initial acquisition of basic reading ability through the threshold of functional literacy in home, work, and community.

The following activities are examples of library involvement in literacy education:

Contributing to public understanding of the nature of illiteracy and ways to increase adult literacy.

Preparing and disseminating print and electronic materials to help low literate adults to increase their communication proficiencies.

Helping to plan and conduct educational activities for adults seeking to reach a threshold of functional literacy, for example, recruitment and training of volunteers.

Including, within adult education activities related to any content area or life role, a literacy education component that includes deliberate attention to raising literacy to levels that allow people to function in society and to enhance their lives.

The following activities are not examples of library involvement in literacy education:

Offering social work or counseling services to assist less advantaged low literate adults to cope with personal and social problems.

Providing adult vocational education for people at low levels of proficiency and employment.

Providing course-related remedial education for students enrolled at the community college or university level.

Undifferentiated provision of library services for the general public, some small portion of whom are adults with low literacy.

Providing educational opportunities for adults with high educational levels, to enhance their literacy (such as through Great Books discussion groups or National Issues Forum study circles).

Return to:

LIBRARIES AND LITERACY EDUCATION
School of Library and Information Studies
University of Wisconsin—Madison
600 North Park Street
Madison, Wisconsin 53706

OMB No. 1850–0595 Exp. 7/31/87

LIBRARIES AND LITERACY EDUCATION
FOLLOW-UP QUESTIONNAIRE, p. 1

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

FOR LIBRARIES WITH LITERACY EDUCATION PROGRAMS

COOPERATIVE ACTIVITIES

1. Is your library's literacy program conducted in cooperation with other libraries?

☐ (1) NO ☐ (2) YES

If YES, please check those libraries cooperated with in literacy programming.
[CHECK (X) ALL THAT APPLY.]

- ☐ branch library or libraries in your system
- ☐ public library or libraries
- ☐ public library system(s)
- ☐ school library or libraries
- ☐ college/university library or libraries
- ☐ technical school/community college library or libraries
- ☐ special library or libraries
- ☐ institutional library or libraries, such as prison, state hospital
- ☐ other library or libraries [Please specify ____________________ ____________________]

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LIBRARIES AND LITERACY EDUCATION
FOLLOW-UP QUESTIONNAIRE, p. 2

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

2. Is your library's literacy program conducted in cooperation with non-library groups or agencies?

☐ (1) NO ☐ (2) YES

If YES, please check those non-library groups or agencies cooperated with in literacy programming.
[CHECK (X) ALL THAT APPLY.]

- ☐ technical school/community college Adult Basic Education program(s)
- ☐ volunteer literacy group(s)
- ☐ Retired Senior Volunteer Program (RSVP)
- ☐ American Association of Retired Persons (AARP)
- ☐ Voluntary Action Center
- ☐ Retired Teachers Association
- ☐ Adult education center(s) (not affiliated with a technical school/community college)
- ☐ Refugee center(s)
- ☐ Business or industry [Number of businesses or industries ______]
- ☐ Church(es) [Number of churches ______]
- ☐ Other [Please specify ____________________ ____________________ ____________________]

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LIBRARIES AND LITERACY EDUCATION
FOLLOW-UP QUESTIONNAIRE, p. 3

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

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3. Does an organized literacy coalition exist in your community?

☐ (1) NO ☐ (2) YES ☐ (8) DON'T KNOW

[If no, GO TO Q. 4]

If YES, when was this coalition formed?

__________(year)

If YES, Does your library participate in the community literacy coalition?

☐ (1) NO ☐ (2) YES

[GO TO Q. 4]

If YES, when did the library begin to participate in the coalition?

________(year)

If YES, what does the library contribute to the coalition?

____

____

____

____

4. In what year did your library's literacy program begin?

________(year)

LIBRARIES AND LITERACY EDUCATION
FOLLOW-UP QUESTIONNAIRE, p. 4

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

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FUNDING

5. What was your library's total revenue for fiscal year 1986?

$__________

6. Were funds for literacy programs specifically designated in your FY1986 budget?

☐ (1) NO ☐ (2) YES

If YES, how much was expended for literacy programs in FY1986?

$__________ (budget for literacy) [GO TO Q. 7]

If NO, how much would you estimate was expended for literacy programs in 1986?

$__________ (estimated expenditure for literacy)

7. What was the original source of funds used to start your library literacy program?

____

8. Of the funds expended for literacy programs in fiscal year 1986, what percentage came from the following sources? (PLEASE ESTIMATE WHERE NECESSARY)

SOURCE OF FUNDING	PERCENTAGE
Library budget	______%
State external funds	______%
Federal funds	______%
Donations	______%
Other (Please specify)	
______________	______%
______________	______%
TOTAL FOR LITERACY	100%

9. Overall, during the last five years, which one of the sources listed in Question 8 provided the largest percentage of funding for literacy programs?

______________________ (source of funding)

LIBRARIES AND LITERACY EDUCATION
FOLLOW-UP QUESTIONNAIRE, p. 5

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

10. Of the total funds expended for literacy programs in fiscal year 1986, what percentages were expended in the following categories? (PLEASE ESTIMATE WHERE NECESSARY.)

CATEGORY OF EXPENDITURE	PERCENTAGE OF TOTAL LITERACY FUNDS
Staff	________%
Materials	________%
Equipment/Supplies	________%
Contracted services	________%
Publicity/Promotion	________%
Other (Please specify)	
________	________%
________	________%
TOTAL FOR LITERACY	100%

FOR OFFICE USE
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PLANNING AND EVALUATION

11. How was the adult literacy program for 1986 planned?
CHECK [X] ALL THAT APPLY

- ☐ a. Planned by library staff
- ☐ b. Planned by library staff with governing board involvement
- ☐ c. Developed with input from library system, state library agency, other library(ies)
- ☐ d. Developed with input from non-library agencies
- ☐ e. Developed with input from adult new readers/learners

Of those checked, which one affected the final plan the most? ________(letter)

12. Is there a written plan for the library's literacy program?

☐ (1) NO ☐ (2) YES → If YES, we would appreciate your enclosing a copy of the part of your plan that deals with literacy

If YES, is this plan part of the overall written library plan or is it a separate plan?
CHECK [X] ONE

☐ (1) part of overall written library plan
☐ (2) a separate plan for literacy → Was this plan developed as part of a grant application?
☐ (1) NO ☐ (2) YES

LIBRARIES AND LITERACY EDUCATION
FOLLOW-UP QUESTIONNAIRE, p. 6

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

13. Please check [x] those statistics routinely gathered for your literacy program and list the figures for those statistics for fiscal year 1986.

PLEASE CHECK [X] IF COLLECTED IN 1986	FIGURE FOR 1986
USE OF INSTRUCTIONAL SERVICES	
☐ Number of tutors trained	________
☐ Number of tutors tutoring	________
☐ Number of tutor hours contributed	________
☐ Number of adult learners recruited	________
☐ Number of adult learners placed with agencies, tutors	________
☐ Number of hours of instruction for adult learners	________
☐ Number of adult learners in instruction for entire year	________
☐ Number of requests for service	________
☐ Number of adult learners completing the library program	________
☐ Other (Specify ________)	________
USE OF LITERACY MATERIALS AND EQUIPMENT	
☐ Annual circulation of print literacy items	________
☐ Annual circulation of audio-visual literacy items	________
☐ Number of checkouts of equipment for use with literacy materials	________
☐ Number of uses of microcomputers	________
☐ In-library use of literacy materials	________
☐ Other (Specify ________)	________
ADMINISTRATIVE MEASURES	
☐ Number of contacts initiated with other agencies about literacy	________
☐ Number of contacts from other agencies about literacy	________
☐ Number of requests for information from other libraries or agencies about program features	________
☐ Number of literacy bibliographies, etc. distributed	________
☐ Number of times library used as a site for tutoring, classes, tours	________
☐ Other (Specify ________)	________

FOR OFFICE USE

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LIBRARIES AND LITERACY EDUCATION
FOLLOW-UP QUESTIONNAIRE, p. 7

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

14. Are other statistics kept by your library to monitor trends in use of your literacy program, trends in the community related to literacy, etc.?

☐ (1) NO ☐ (2) YES

If YES, please describe the statistics that your library keeps to monitor trends.

15. Does your library monitor the progress of individuals registered for your literacy services?

☐ (1) NO ☐ (2) YES

If YES, please describe the records of progress or statistics that your library keeps.

16. Does your library follow the progress of individuals once they leave or complete the program?

☐ (1) NO ☐ (2) YES

If YES, please describe the records or statistics that your library keeps.

17. Does your library use other evaluation techniques or criteria in addition to those indicated in Questions 13 - 16?

☐ (1) NO ☐ (2) YES

If YES, please describe

PERSONNEL

18. How many full-time equivalent employees does your library have excluding maintenance staff?

_________ F.T.E.

19. How many hours does a full-time employee work per week?

_________ hours

FOR OFFICE USE

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LIBRARIES AND LITERACY EDUCATION
FOLLOW-UP QUESTIONNAIRE, p. 8

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

20. In an average week in 1986, how many paid staff hours would you estimate were assigned to literacy activities?

_________ hours

21. Did your library hire or appoint a coordinator specifically for the literacy project?

☐ (1) NO ☐ (2) YES

If YES, how many hours per week does the coordinator currently spend on the literacy project?

_________________ hours per week

22. Of the staff assigned to literacy activities, what educational/employment background(s), other than librarianship, are represented?

CHECK [X] ALL THAT APPLY.

- ☐ social work
- ☐ adult education
- ☐ Peace Corps, VISTA
- ☐ secondary education
- ☐ elementary education
- ☐ liberal arts
- ☐ other (Please specify ____________________)

23. Does your library use volunteers in its literacy program?

☐ (1) NO ☐ (2) YES

If YES, in 1986 how many volunteer hours were assigned to literacy activities?
PLEASE ESTIMATE IF NECESSARY

_________ hours

FOR OFFICE USE

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LIBRARIES AND LITERACY EDUCATION
FOLLOW-UP QUESTIONNAIRE, p. 9

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

COLLECTION

24. Please check all types of print materials currently available in your literacy collection.

PLEASE CHECK [X] ALL THAT APPLY

- ☐ survival/coping skills, e.g. health, consumer education, careers
- ☐ humanities, e.g. literature, history
- ☐ leisure reading, e.g. popular fiction, biography, sports
- ☐ basic reading and writing skills
- ☐ mathematics
- ☐ science
- ☐ English as a second language textbooks
- ☐ teacher/tutoring manuals
- ☐ other (Please specify ____________)

25. How many literacy print items (volumes) does the library own? (PLEASE ESTIMATE WHERE NECESSARY.)

____________ literacy print items

26. Please check all audiovisual formats currently available in your literacy collection and indicate the estimated number of items of each type.

PLEASE CHECK [X] ALL THAT APPLY	ESTIMATED NUMBER OF ITEMS
☐ audiocassettes	______
☐ videocassettes	______
☐ 16mm films	______
☐ phonograph records	______
☐ filmstrips	______
☐ other (Please specify	
____________	______
____________	______

FOR OFFICE USE

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____ 45	____ 69
____ 46	____ 70
____ 47	____ 71
____ 48	____ 72
____ 49	____ 73
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____ 60	

LIBRARIES AND LITERACY EDUCATION
FOLLOW-UP QUESTIONNAIRE, p. 10

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

27. Are microcomputers available for the literacy program?

☐ (1) NO → PLEASE GO TO QUESTION 29

☐ (2) YES → How many microcomputers are available for the literacy program? ____________

28. Are the microcomputers available
CHECK [X] ONE

- ☐ (1) solely for use of participants in the literacy program
- ☐ (2) for use of participants in the literacy program and library staff
- ☐ (3) to the general public, but with literacy program participants given first priority
- ☐ (4) to the general public on a scheduled or first come-first served basis
- ☐ (5) other (Please specify ____________)

29. Do you offer microcomputer basic skills software in your literacy program?

☐ (1) NO → PLEASE GO TO QUESTION 31

☐ (2) YES → PLEASE GO TO QUESTION 30

FOR OFFICE USE

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LIBRARIES AND LITERACY EDUCATION
FOLLOW-UP QUESTIONNAIRE, p. 11

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

FOR OFFICE USE

30. What types of literacy microcomputer software do you offer?
PLEASE CHECK [X] ALL THAT APPLY

- ☐ Reading comprehension ______ 11
- ☐ Mathematics ______ 12
- ☐ Writing ______ 13
- ☐ Spelling ______ 14
- ☐ Other (please specify) ______ 15

______________________ ______ 16

______ 17

PROGRAM

31. Please briefly describe for us any unique features of your literacy program.

NOTE: The following identifying information will be used only in case of need to contact the library for further information. It will not be used in the report of results. Records of identifying information will be destroyed when data collection is completed.

Name of person filling out this form: ______________________

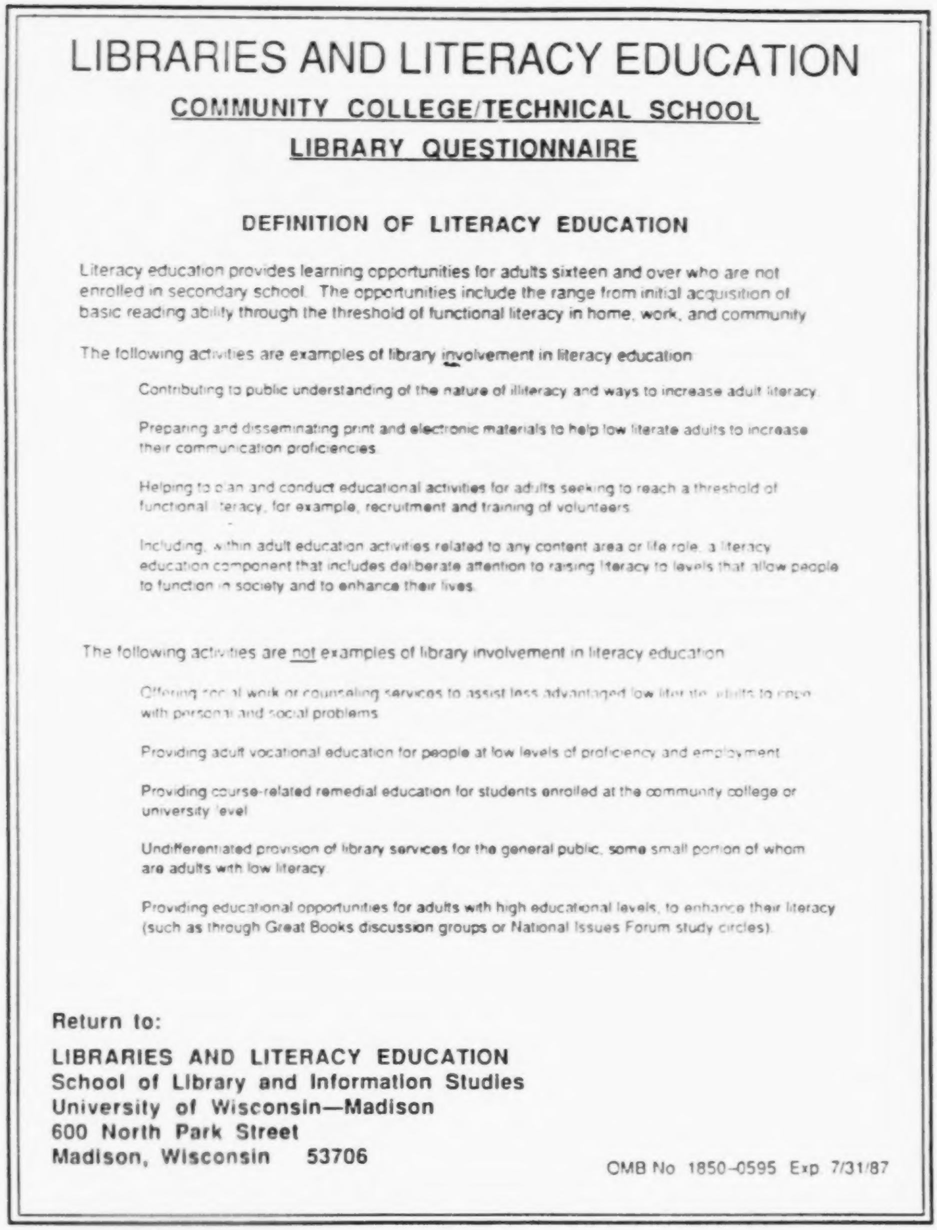
Title: ______________________

Library: ______________________

Address: ______________________

City, State: ______________________

Zip code ☐☐☐☐☐ Telephone (in case we need to call for clarification) _____ _____ - __________



LIBRARIES AND LITERACY EDUCATION

COMMUNITY COLLEGE/TECHNICAL SCHOOL
LIBRARY QUESTIONNAIRE

DEFINITION OF LITERACY EDUCATION

Literacy education provides learning opportunities for adults sixteen and over who are not enrolled in secondary school. The opportunities include the range from initial acquisition of basic reading ability through the threshold of functional literacy in home, work, and community.

The following activities are examples of library involvement in literacy education:

Contributing to public understanding of the nature of illiteracy and ways to increase adult literacy.

Preparing and disseminating print and electronic materials to help low literate adults to increase their communication proficiencies.

Helping to plan and conduct educational activities for adults seeking to reach a threshold of functional literacy, for example, recruitment and training of volunteers.

Including, within adult education activities related to any content area or life role, a literacy education component that includes deliberate attention to raising literacy to levels that allow people to function in society and to enhance their lives.

The following activities are not examples of library involvement in literacy education:

Offering social work or counseling services to assist less advantaged low literate adults to cope with personal and social problems.

Providing adult vocational education for people at low levels of proficiency and employment.

Providing course-related remedial education for students enrolled at the community college or university level.

Undifferentiated provision of library services for the general public, some small portion of whom are adults with low literacy.

Providing educational opportunities for adults with high educational levels, to enhance their literacy (such as through Great Books discussion groups or National Issues Forum study circles).

Return to:

LIBRARIES AND LITERACY EDUCATION
School of Library and Information Studies
University of Wisconsin—Madison
600 North Park Street
Madison, Wisconsin 53706

OMB No. 1850-0595 Exp. 7/31/87

LIBRARIES AND LITERACY EDUCATION
COMMUNITY COLLEGE/TECHNICAL SCHOOL
LIBRARY QUESTIONNAIRE, p. 1

FOR OFFICE USE
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1. Would you describe your service area as primarily [PLEASE CHECK (X) ONE.]

☐ (1) urban
☐ (2) urban–suburban
☐ (3) suburban
☐ (4) suburban–rural
☐ (5) rural

2. What is the size of the population you are primarily intended to serve (student enrollment, faculty, and staff)?

_______________ persons

3. Please estimate the percentage of these five groups enrolled or working in your technical school/community college.

PERCENTAGE OF SERVICE COMMUNITY POPULATION

______%	Asian	(15-18)
______%	Black (not Hispanic)	(19-22)
______%	Hispanic	(23-26)
______%	Native American	(27-30)
______%	White	(31-34)

4. Please estimate the percentage of these five groups residing in the community/area where your school is located.

PERCENTAGE OF SERVICE COMMUNITY POPULATION

______%	Asian	(35-38)
______%	Black (not Hispanic)	(39-42)
______%	Hispanic	(43-46)
______%	Native American	(47-50)
______%	White	(51-54)

5. For what percentage of the adults enrolled or working in your technical school/community college would you estimate English is a second language?

________% (55-58)

6. For what percentage of the adults residing in the community/area where your school is located would you estimate English is a second language?

________% (59-62)

b (63)

LIBRARIES AND LITERACY EDUCATION
COMMUNITY COLLEGE/TECHNICAL SCHOOL
LIBRARY QUESTIONNAIRE, p. 2

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

7. Please check all sources of revenue in fiscal year1986 (Oct. 1985 - Sept. 1986) for your library/learning resource center and indicate the amount from each source.

PLEASE CHECK (X) NO	YES	SOURCE	REVENUE (INDICATE AMOUNT ESTIMATE WHERE NECESSARY)	
☐ (1)	☐ (2)	local taxes/governing body/state taxes	$__________	(73-80)
☐ (1)	☐ (2)	state aid	$__________	(7-14)
☐ (1)	☐ (2)	payment for services provided (i.e., contracts with other libraries)	$__________	(15-22)
☐ (1)	☐ (2)	library foundation grants	$__________	(23-30)
☐ (1)	☐ (2)	non-library foundation grants	$__________	(31-38)
☐ (1)	☐ (2)	federal government grants	$__________	(39-46)
☐ (1)	☐ (2)	donations and gifts	$__________	(47-54)
☐ (1)	☐ (2)	all other (please specify __________)	$__________	(55-62)
b (72)			$__________	(63-70)

8. During the preceding five years, what was the estimated percentage of library/learning resource center revenues from donations and grants in comparison to total revenues?

________%

9. What percentage of your library/learning resource center's total revenue for FY1986 was expended on literacy/adult basic education activities?

________%

10. Do you currently use volunteers in your library/learning resource center for services other than literacy education?

☐ (1) NO ☐ (2) YES

If YES, approximately how many hours of volunteer time is contributed annually?

__________ hours

FOR OFFICE USE

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b 80	___ 10
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	b 13

LIBRARIES AND LITERACY EDUCATION
COMMUNITY COLLEGE/TECHNICAL SCHOOL
LIBRARY QUESTIONNAIRE, p. 3

11. Does your library/learning resource center offer the following
(PLEASE CHECK [X] ALL THAT APPLY.)

- ☐ On-site educational counseling for assessing needs and planning an educational program
- ☐ Adult informational programming, e.g., on writing papers, bibliographic instruction
- ☐ Maintaining files to identify learning opportunities on and off campus
- ☐ Referral to other educational institutions
- ☐ Adult programming to enhance reading, e.g., book discussions, author lectures
- ☐ None of the above.

12. Does your library/learning resource center work with non-library agencies and organizations off campus by
(PLEASE CHECK [X] ALL THAT APPLY.)

- ☐ selecting materials
- ☐ sharing information about services
- ☐ co-sponsoring programs
- ☐ sharing resources
- ☐ attending their meetings/programs
- ☐ undertaking publicity or public relations efforts
- ☐ referring patrons to appropriate services
- ☐ participating in their staff training
- ☐ None of the above

13. Is there a state-level literacy effort without library involvement in your state?

☐ (1) NO ☐ (2) YES ☐ (8) DON'T KNOW

If YES, which agency/organization coordinates this effort?

____

14. Is there a state-level library-involved literacy effort in your state?

☐ (1) NO ☐ (2) YES ☐ (8) DON'T KNOW

If YES, which agency/organization coordinates this effort?

____

FOR OFFICE USE
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LIBRARIES AND LITERACY EDUCATION
COMMUNITY COLLEGE/TECHNICAL SCHOOL
LIBRARY QUESTIONNAIRE, p. 4

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

15. Are there activities going on in your community/area to combat illiteracy?

- ☐ NO [GO TO Q. 16.]
- ☐ DON'T KNOW [GO TO Q. 16]
- ☐ YES, but I'm not familiar with them [GO TO Q. 16.]
- ☐ YES

If YES, which of the following are being offered?
(PLEASE CHECK [X] ALL THAT APPLY.)

- ☐ program offered through a school district
- ☐ volunteer literacy tutoring groups
  - ☐ affiliated with Laubach Literacy International
  - ☐ affiliated with Literacy Volunteers of America
  - ☐ no affiliation with national group
  - ☐ don't know affiliation
- ☐ college or university program
- ☐ other (Please specify ______________________________

16. Are there any other library literacy activities in your area (including public library systems as well as other types of libraries)?

☐ (1) NO ☐ (2) YES ☐ (8) DON'T KNOW

If YES, who is providing this service? ______________________________

17. How important do you think your library/learning resource center's efforts are in literacy/adult basic education activities in relation to your other library activities?

[PLEASE CIRCLE ONE NUMBER.]

NOT IMPORTANT 1 2 3 4 5 6 7 8 9 10 VERY IMPORTANT

18. Using the office to whom your library/learning resource center reports as a frame of reference how would the decision-makers in that office rate the importance of literacy/adult basic education activities in relation to your library's other activities?

[PLEASE CIRCLE ONE NUMBER.]

NOT IMPORTANT 1 2 3 4 5 6 7 8 9 10 VERY IMPORTANT

FOR OFFICE USE
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LIBRARIES AND LITERACY EDUCATION
COMMUNITY COLLEGE/TECHNICAL SCHOOL
LIBRARY QUESTIONNAIRE, p. 5

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

19. Please rate the following statements on a ten-point scale by circling the appropriate number.

[PLEASE CIRCLE ONLY ONE NUMBER.]

"Academic libraries" are defined in this question as technical school/community college libraries/learning resource centers.

	STRONGLY AGREE								STRONGLY DISAGREE	
a. Literacy programs are an essential service of academic libraries.	1	2	3	4	5	6	7	8	9	10
b. An important function of academic libraries is to provide literacy tutoring.	1	2	3	4	5	6	7	8	9	10
c. Academic libraries should designate a portion of their budgets for literacy activities.	1	2	3	4	5	6	7	8	9	10
d. Academic library resources are better used for services other than literacy.	1	2	3	4	5	6	7	8	9	10
e. Sponsoring literacy programs in academic libraries helps fill the gaps between services provided by literacy agencies.	1	2	3	4	5	6	7	8	9	10
f. A primary educational purpose of the academic library is to stimulate readers to read, not teach non-readers to read.	1	2	3	4	5	6	7	8	9	10
g. It is not clear how a academic library can become involved in literacy.	1	2	3	4	5	6	7	8	9	10
h. The involvement of academic libraries in literacy efforts is an unnecessary duplication of services provided by other literacy agencies.	1	2	3	4	5	6	7	8	9	10
i. Academic libraries should become involved in literacy programs only with funding from outside sources.	1	2	3	4	5	6	7	8	9	10
j. A primary educational purpose of the academic library is to combat illiteracy, i.e., to assist adults learning to read.	1	2	3	4	5	6	7	8	9	10
k. The primary purpose of academic libraries in literacy programs is to provide materials.	1	2	3	4	5	6	7	8	9	10
l. Academic libraries should designate staff responsibilities for literacy programs.	1	2	3	4	5	6	7	8	9	10
m. Literacy services in academic libraries supplement the services provided by literacy agencies.	1	2	3	4	5	6	7	8	9	10

b (76)

LIBRARIES AND LITERACY EDUCATION
COMMUNITY COLLEGE/TECHNICAL SCHOOL
LIBRARY QUESTIONNAIRE, p. 6

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

20. Does your technical school/community college offer literacy education/adult basic education?

☐ (1) NO [GO TO Q. 21.]   ☐ (2) YES

If YES, what department coordinates this effort? ______________________

Does this department house a collection of literacy materials for adult new readers/learners?

☐ (1) NO   ☐ (2) YES

If YES, please describe how your library is involved in that collection ______________________

COLLECTION DEVELOPMENT

Does your library/learning resource center:

21. Provide literacy/adult basic education print materials?

☐ (1) NO   ☐ (2) YES — PLEASE CHECK ALL THAT APPLY

	at the library?	at another facility?
for adult new readers/learners	☐	☐
for English as a second language (ESL) readers	☐	☐
for use by literacy tutors or adult basic education instructors	☐	☐

If provided at another facility, which facility(ies)? ______________________

22. Provide literacy/adult basic education audiovisual materials (for example, audiocassettes, phonograph records, videotapes)?

☐ (1) NO   ☐ (2) YES — PLEASE CHECK ALL THAT APPLY

	at the library?	at another facility?
for adult new readers/learners	☐	☐
for English as a second language (ESL) readers	☐	☐
for use by literacy tutors or adult basic education instructors	☐	☐

FOR OFFICE USE
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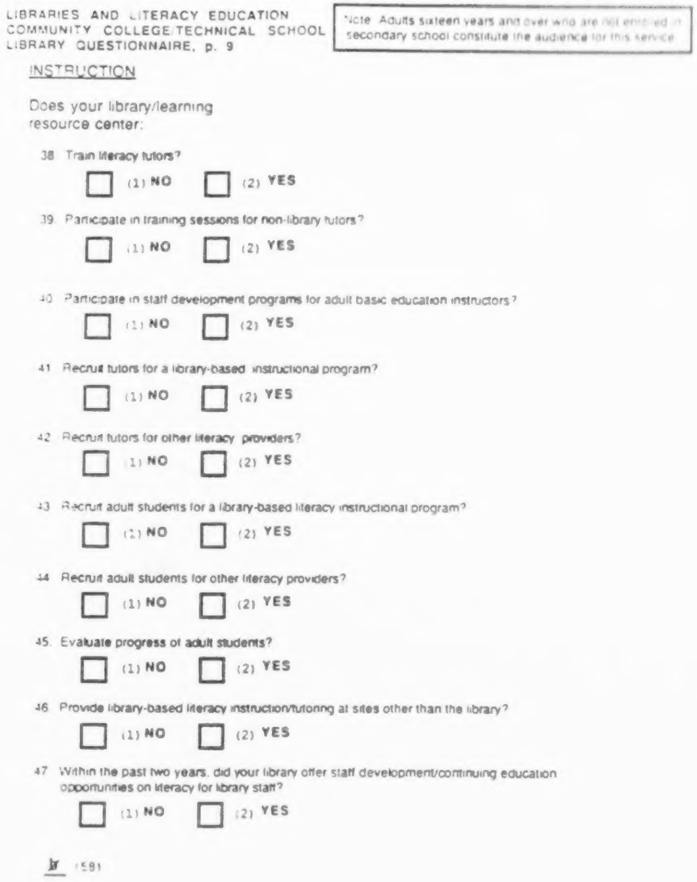


LIBRARIES AND LITERACY EDUCATION
COMMUNITY COLLEGE/TECHNICAL SCHOOL
LIBRARY QUESTIONNAIRE, p. 9

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

INSTRUCTION

Does your library/learning resource center:

38. Train literacy tutors?

☐ (1) NO ☐ (2) YES

39. Participate in training sessions for non-library tutors?

☐ (1) NO ☐ (2) YES

40. Participate in staff development programs for adult basic education instructors?

☐ (1) NO ☐ (2) YES

41. Recruit tutors for a library-based instructional program?

☐ (1) NO ☐ (2) YES

42. Recruit tutors for other literacy providers?

☐ (1) NO ☐ (2) YES

43. Recruit adult students for a library-based literacy instructional program?

☐ (1) NO ☐ (2) YES

44. Recruit adult students for other literacy providers?

☐ (1) NO ☐ (2) YES

45. Evaluate progress of adult students?

☐ (1) NO ☐ (2) YES

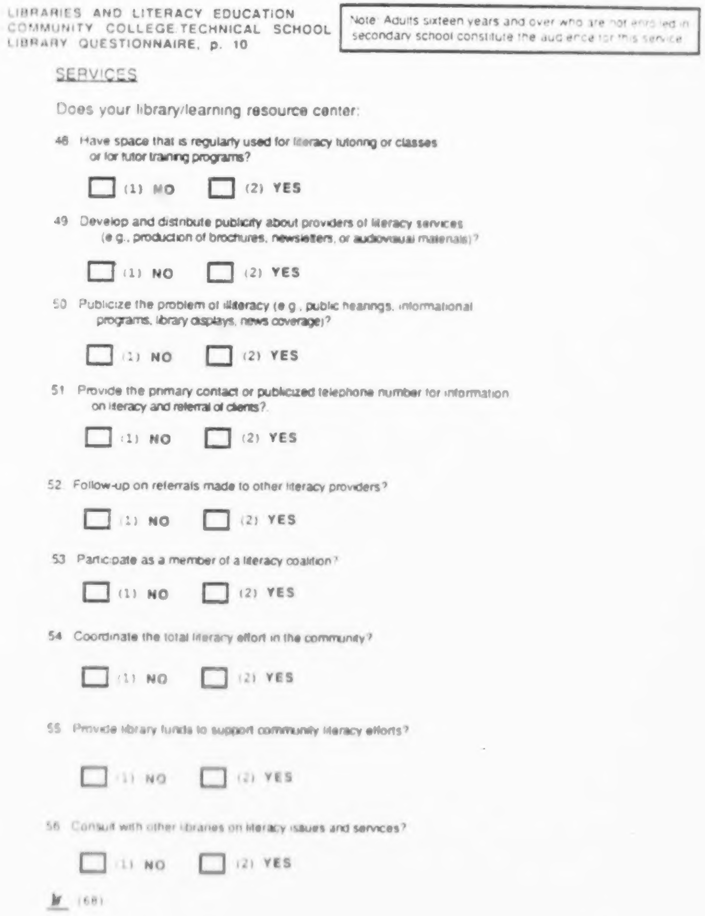
46. Provide library-based literacy instruction/tutoring at sites other than the library?

☐ (1) NO ☐ (2) YES

47. Within the past two years, did your library offer staff development/continuing education opportunities on literacy for library staff?

☐ (1) NO ☐ (2) YES

lr (58)



LIBRARIES AND LITERACY EDUCATION
COMMUNITY COLLEGE/TECHNICAL SCHOOL
LIBRARY QUESTIONNAIRE, p. 10

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

SERVICES

Does your library/learning resource center:

48. Have space that is regularly used for literacy tutoring or classes or for tutor training programs?

☐ (1) NO ☐ (2) YES

49. Develop and distribute publicity about providers of literacy services (e.g., production of brochures, newsletters, or audiovisual materials)?

☐ (1) NO ☐ (2) YES

50. Publicize the problem of illiteracy (e.g., public hearings, informational programs, library displays, news coverage)?

☐ (1) NO ☐ (2) YES

51. Provide the primary contact or publicized telephone number for information on literacy and referral of clients?

☐ (1) NO ☐ (2) YES

52. Follow-up on referrals made to other literacy providers?

☐ (1) NO ☐ (2) YES

53. Participate as a member of a literacy coalition?

☐ (1) NO ☐ (2) YES

54. Coordinate the total literacy effort in the community?

☐ (1) NO ☐ (2) YES

55. Provide library funds to support community literacy efforts?

☐ (1) NO ☐ (2) YES

56. Consult with other libraries on literacy issues and services?

☐ (1) NO ☐ (2) YES

lr (68)

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

57 If you are not currently involved in literacy, how likely is it that your library/learning resource center will become involved in literacy activities during the next year?

☐ (1) not likely

☐ (2) possible

☐ (3) very likely

If possible or very likely, what accounts for this?

If possible or very likely, how might you proceed?

☐ (4) N/A Library already is involved in literacy

FOR OFFICE USE
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58 If you are currently involved in literacy, how likely is it that your library/learning resource center will increase its involvement in literacy activities?

☐ (1) not likely

☐ (2) possible

☐ (3) very likely

If possible or very likely, what accounts for this?

If possible or very likely, how might you proceed?

☐ (4) N/A Library already is involved in literacy

NOTE: The following identifying information will be used only in case of need to contact the library for further information. It will not be used in the report of results. Records of identifying information will be destroyed when data collection is completed.

Name of person filling out this form: ____________________

Title ____________________

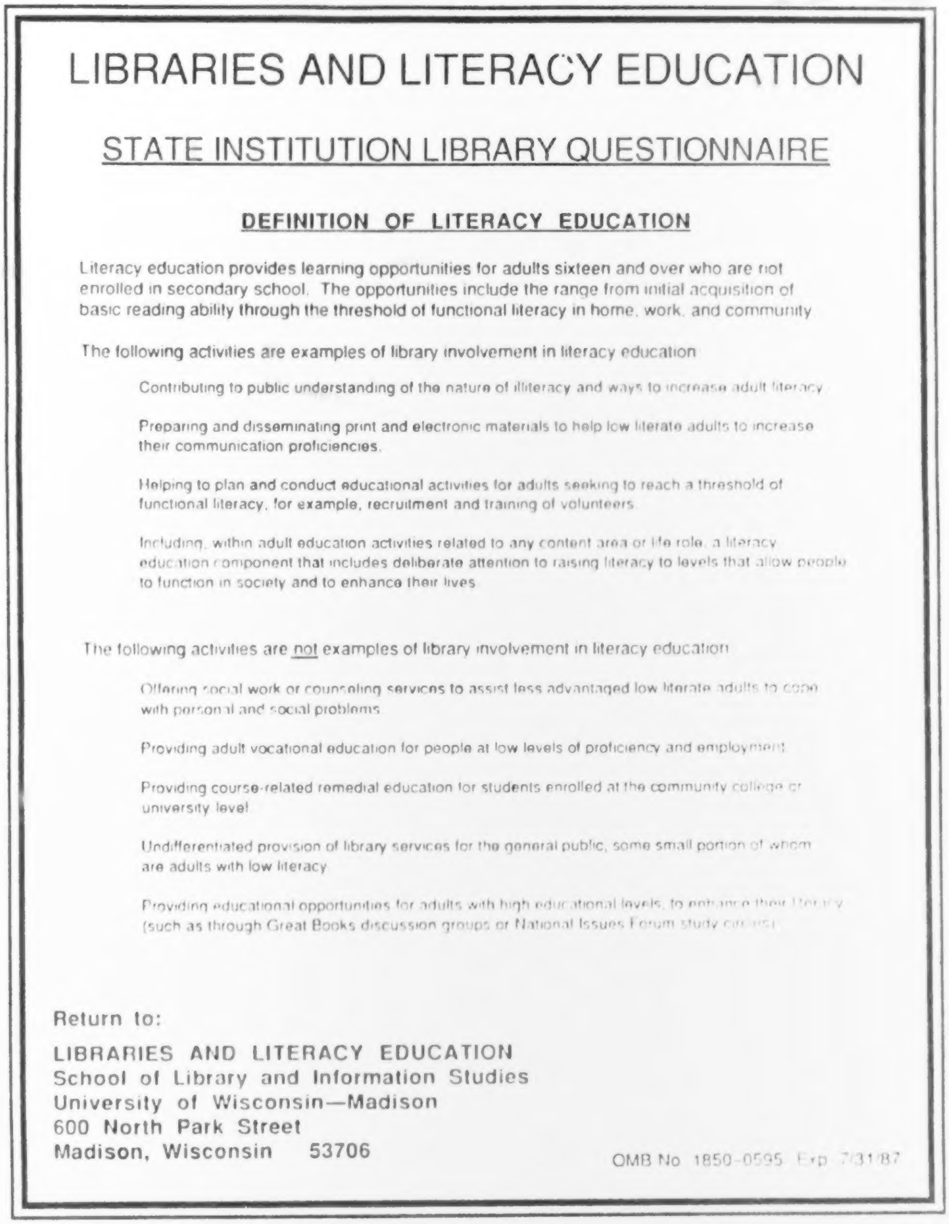
Library ____________________

Address ____________________

____

Zip Code: ☐☐☐☐☐

Telephone (in case we need to call for clarification) (____) ____ - ______



LIBRARIES AND LITERACY EDUCATION

STATE INSTITUTION LIBRARY QUESTIONNAIRE

DEFINITION OF LITERACY EDUCATION

Literacy education provides learning opportunities for adults sixteen and over who are not enrolled in secondary school. The opportunities include the range from initial acquisition of basic reading ability through the threshold of functional literacy in home, work, and community.

The following activities are examples of library involvement in literacy education

> Contributing to public understanding of the nature of illiteracy and ways to increase adult literacy.
>
> Preparing and disseminating print and electronic materials to help low literate adults to increase their communication proficiencies.
>
> Helping to plan and conduct educational activities for adults seeking to reach a threshold of functional literacy, for example, recruitment and training of volunteers.
>
> Including, within adult education activities related to any content area or life role, a literacy education component that includes deliberate attention to raising literacy to levels that allow people to function in society and to enhance their lives.

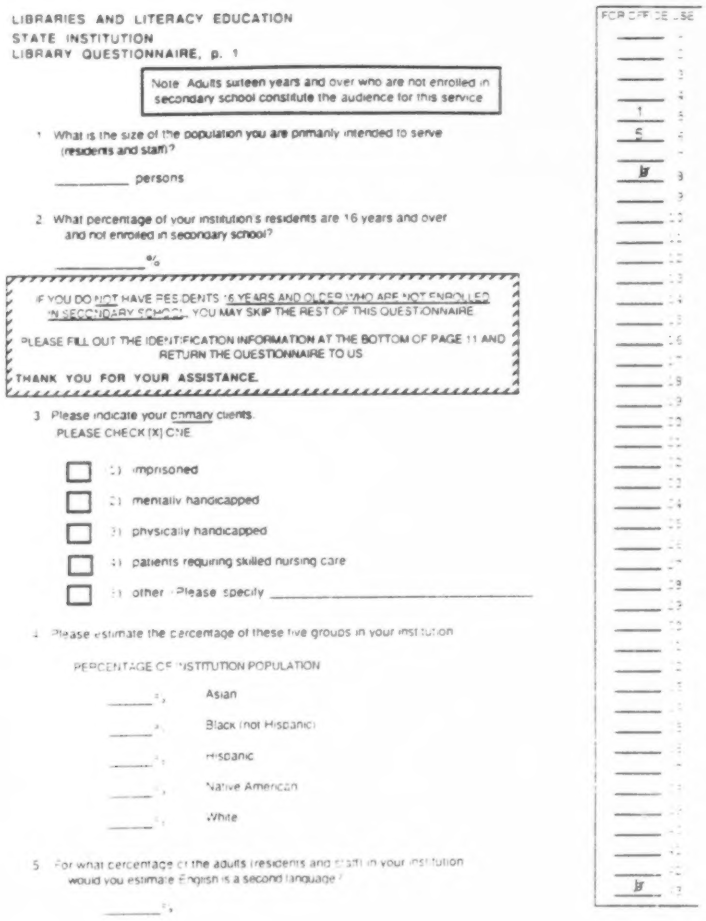
The following activities are not examples of library involvement in literacy education

> Offering social work or counseling services to assist less advantaged low literate adults to cope with personal and social problems.
>
> Providing adult vocational education for people at low levels of proficiency and employment.
>
> Providing course-related remedial education for students enrolled at the community college or university level.
>
> Undifferentiated provision of library services for the general public, some small portion of whom are adults with low literacy.
>
> Providing educational opportunities for adults with high educational levels, to enhance their literacy (such as through Great Books discussion groups or National Issues Forum study circles).

Return to:

LIBRARIES AND LITERACY EDUCATION
School of Library and Information Studies
University of Wisconsin—Madison
600 North Park Street
Madison, Wisconsin 53706

OMB No 1850-0595 Exp 7/31/87



LIBRARIES AND LITERACY EDUCATION
STATE INSTITUTION
LIBRARY QUESTIONNAIRE, p. 1

Note Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

1 What is the size of the population you are primarily intended to serve (residents and staff)?

_______ persons

2 What percentage of your institution's residents are 16 years and over and not enrolled in secondary school?

_______%

IF YOU DO NOT HAVE RESIDENTS 16 YEARS AND OLDER WHO ARE NOT ENROLLED IN SECONDARY SCHOOL, YOU MAY SKIP THE REST OF THIS QUESTIONNAIRE

PLEASE FILL OUT THE IDENTIFICATION INFORMATION AT THE BOTTOM OF PAGE 11 AND RETURN THE QUESTIONNAIRE TO US

THANK YOU FOR YOUR ASSISTANCE.

3 Please indicate your primary clients.
PLEASE CHECK [X] ONE

☐ (1) imprisoned
☐ (2) mentally handicapped
☐ (3) physically handicapped
☐ (4) patients requiring skilled nursing care
☐ (5) other (Please specify _______________

4 Please estimate the percentage of these five groups in your institution

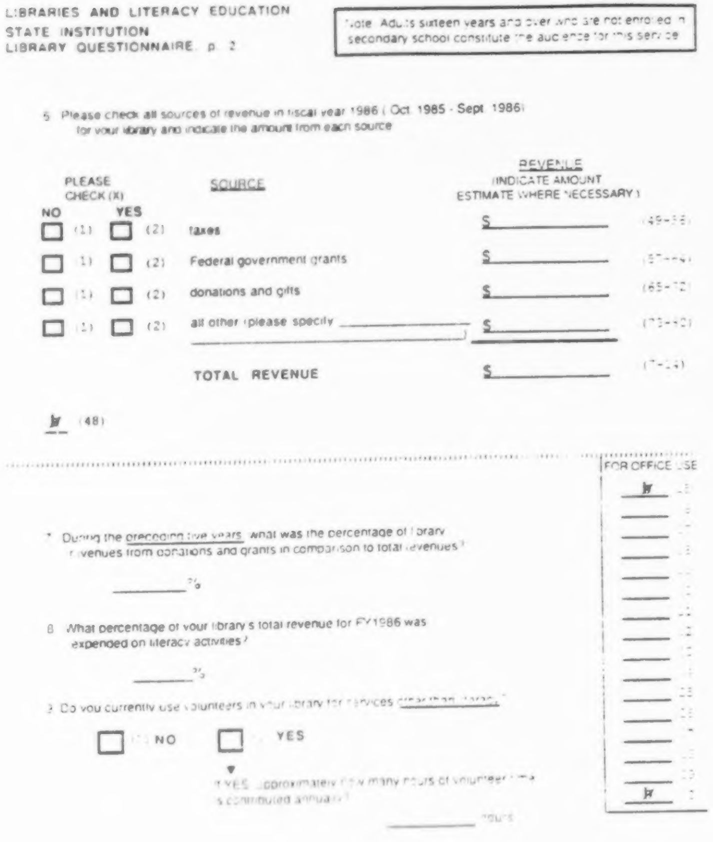
PERCENTAGE OF INSTITUTION POPULATION

_____% Asian
_____% Black (not Hispanic)
_____% Hispanic
_____% Native American
_____% White

5 For what percentage of the adults (residents and staff) in your institution would you estimate English is a second language?

_____%

FOR OFFICE USE



LIBRARIES AND LITERACY EDUCATION
STATE INSTITUTION
LIBRARY QUESTIONNAIRE, p. 2

Note Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

5 Please check all sources of revenue in fiscal year 1986 (Oct. 1985 - Sept. 1986) for your library and indicate the amount from each source

PLEASE CHECK (X) NO	YES	SOURCE	REVENUE (INDICATE AMOUNT ESTIMATE WHERE NECESSARY)	
☐ (1)	☐ (2)	taxes	$_______	(49-56)
☐ (1)	☐ (2)	Federal government grants	$_______	(57-64)
☐ (1)	☐ (2)	donations and gifts	$_______	(65-72)
☐ (1)	☐ (2)	all other (please specify _______________)	$_______	(73-80)
		TOTAL REVENUE	$_______	(7-14)

(48)

FOR OFFICE USE

7 During the preceding five years, what was the percentage of library revenues from donations and grants in comparison to total revenues?

_______%

8 What percentage of your library's total revenue for FY1986 was expended on literacy activities?

_______%

9 Do you currently use volunteers in your library for services other than literacy?

☐ (1) NO ☐ (2) YES

If YES, approximately how many hours of volunteer time is contributed annually?

_______ hours

LIBRARIES AND LITERACY EDUCATION
STATE INSTITUTION
LIBRARY QUESTIONNAIRE, p. 3

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

FOR OFFICE USE
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10. Does your library offer the following: (PLEASE CHECK [x] ALL THAT APPLY.)

- ☐ On-site educational counseling for assessing needs and planning an educational program
- ☐ Adult informational programming, e.g., on personal budgeting, legal rights, stress
- ☐ Maintaining files to identify learning opportunities in the community
- ☐ Referral to other educational institutions
- ☐ Adult programming to enhance reading, e.g., book discussions, author lectures
- ☐ None of the above

11. Is there a state-level literacy effort without library involvement in your state?

☐ (1) NO ☐ (2) YES ☐ (8) DON'T KNOW

If YES, which agency/organization coordinates this effort?

____

12. Is there a state-level library-involved literacy effort in your state?

☐ (1) NO ☐ (2) YES ☐ (8) DON'T KNOW

If YES, which agency/organization coordinates this effort?

____

LIBRARIES AND LITERACY EDUCATION
STATE INSTITUTION
LIBRARY QUESTIONNAIRE, p. 4

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

FOR OFFICE USE
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13. Are there non-library activities going on in your community/area to combat illiteracy?

- ☐ (1) NO [GO TO Q. 14.]
- ☐ (8) DON'T KNOW [GO TO Q. 14.]
- ☐ (2) YES, but I'm not familiar with them [GO TO Q. 14.]
- ☐ (3) YES

If YES, which of the following are being offered?
[PLEASE CHECK [X] ALL THAT APPLY.]

- ☐ program at a community college/technical school
- ☐ program offered through a school district
- ☐ volunteer literacy tutoring group
  - ☐ affiliated with Laubach Literacy International
  - ☐ affiliated with Literacy Volunteers of America
  - ☐ no affiliation with national group
  - ☐ don't know affiliation
- ☐ program at a college or university
- ☐ other (Please specify ______________________)

14. Are there any other library literacy activities in your area (including public library systems as well as other types of libraries)?

☐ (1) NO ☐ (2) YES ☐ (8) DON'T KNOW

If YES, who is providing this service? ______________________

15. How important do you think your library's efforts are in literacy activities in relation to your other library activities?
(PLEASE CIRCLE ONE NUMBER.)

NOT IMPORTANT 1 2 3 4 5 6 7 8 9 10 VERY IMPORTANT

16. Using the office to whom your library reports as your frame of reference, how would the decision makers in that office rate the importance of literacy activities in relation to your library's other activities?

(PLEASE CIRCLE ONE NUMBER.)

NOT IMPORTANT 1 2 3 4 5 6 7 8 9 10 VERY IMPORTANT

LIBRARIES AND LITERACY EDUCATION
STATE INSTITUTION
LIBRARY QUESTIONNAIRE, p. 5

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

17. Please rate the following statements on a ten-point scale by circling the appropriate number.

PLEASE CIRCLE ONLY ONE NUMBER

	STRONGLY AGREE									STRONGLY DISAGREE
a. Literacy programs are an essential service of institution libraries.	1	2	3	4	5	6	7	8	9	10
b. An important function of institution libraries is to provide literacy instruction.	1	2	3	4	5	6	7	8	9	10
c. Institution libraries should designate a portion of their budgets for literacy activities.	1	2	3	4	5	6	7	8	9	10
d. Institution library resources are better used for services other than literacy.	1	2	3	4	5	6	7	8	9	10
e. Sponsoring literacy programs in institution libraries helps fill the gaps between services provided by literacy agencies.	1	2	3	4	5	6	7	8	9	10
f. A primary educational purpose of the institution library is to stimulate readers to read, not teach non-readers to read.	1	2	3	4	5	6	7	8	9	10
g. It is not clear how an institution library can become involved in literacy.	1	2	3	4	5	6	7	8	9	10
h. The involvement of institution libraries in literacy efforts is an unnecessary duplication of services.	1	2	3	4	5	6	7	8	9	10
i. Institution libraries should become involved in literacy programs only with funding from outside sources.	1	2	3	4	5	6	7	8	9	10
j. A primary educational purpose of the institution library is to combat illiteracy, i.e., to assist non-reading adults learning to read.	1	2	3	4	5	6	7	8	9	10
k. The primary purpose of institution libraries in literacy programs is to provide materials.	1	2	3	4	5	6	7	8	9	10
l. Institution libraries should [illegible] literacy programs.	1	2	3	4	5	6	7	8	9	10

LIBRARIES AND LITERACY EDUCATION
STATE INSTITUTION
LIBRARY QUESTIONNAIRE, p. 6

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

FOR OFFICE USE

18. Does your institution provide literacy instruction for residents?

☐ (1) NO ☐ (2) YES provided by the institution alone ☐ (3) YES provided cooperatively with other agencies

PLEASE GO TO QUESTION 19

Please specify which agency(ies):

____

____

19. Does your library participate in literacy activities?

☐ (1) NO ☐ (2) YES

PLEASE GO TO QUESTION 52 | PLEASE GO TO QUESTION 20

COLLECTION DEVELOPMENT

Does your library:

20. Provide literacy print materials?

☐ (1) NO ☐ (2) YES--PLEASE CHECK ALL THAT APPLY

	at the library?	at another location in your institution?
for adult new readers/learners	☐	☐
for English as a second language (ESL) readers	☐	☐
for use by literacy tutors and instructors	☐	☐

If provided at another location, where?

____

____

21. [illegible] videotapes?

☐ NO ☐ YES--PLEASE CHECK ALL THAT APPLY

	at the library?	at another location in your institution?
for adult new readers/learners	☐	☐
for English as a second language (ESL) readers	☐	☐
for use by literacy tutors and instructors	☐	☐

3

8

LIBRARIES AND LITERACY EDUCATION
STATE INSTITUTION
LIBRARY QUESTIONNAIRE, p. 7

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

FOR OFFICE USE
______ 26
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______ 32

22 Provide microcomputers and microcomputer software teaching basic skills (i.e., math, reading, and writing)?

☐ (1) NO ☐ (2) YES--PLEASE CHECK ALL THAT APPLY

	at the library?	at another location in your institution?
for adult new readers/learners	☐	☐
for English as a second language (ESL) readers	☐	☐
for use by literacy tutors or instructors	☐	☐

23 Develop basic skills microcomputer software?

• for adult new readers/learners	☐ (1) NO	☐ (2) YES
• for English as a second language (ESL) readers	☐ (1) NO	☐ (2) YES
• for use by literacy tutors or instructors	☐ (1) NO	☐ (2) YES

24 Compile, print, and distribute bibliographies of literacy materials available from the library for adult new readers/learners or for use by tutors or instructors?

☐ (1) NO ☐ (2) YES

25 Write literacy print materials for adult new readers/learners?

☐ (1) NO ☐ (2) YES

26 Produce and distribute literacy print materials for adult new readers/learners?

☐ (1) NO ☐ (2) YES

27 Produce and distribute audiovisual materials for adult new readers/learners?

☐ (1) NO ☐ (2) YES

28 Provide a research collection on the topic of adult literacy?

☐ (1) NO ☐ (2) YES

LIBRARIES AND LITERACY EDUCATION
STATE INSTITUTION
LIBRARY QUESTIONNAIRE, p. 8

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

29 Provide materials for the staff development of tutors or instructors?

☐ (1) NO ☐ (2) YES

30 Provide demonstration collections of literacy materials?

☐ (1) NO ☐ (2) YES

_#_ (33)

INSTRUCTION

Does your library

31 Train literacy tutors?

☐ (1) NO ☐ (2) YES

32 Participate in training sessions for non-library tutors?

☐ (1) NO ☐ (2) YES

33 Participate in staff development programs for adult basic education instructors?

☐ (1) NO ☐ (2) YES

34 Recruit tutors for a library based instructional program?

☐ (1) NO ☐ (2) YES

35 Recruit tutors for other literacy providers?

☐ (1) NO ☐ (2) YES

36 Recruit adult students for a library based literacy instructional program?

☐ (1) NO ☐ (2) YES

LIBRARIES AND LITERACY EDUCATION
STATE INSTITUTION
LIBRARY QUESTIONNAIRE, p. 9

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

INSTRUCTION (CONTINUED)

Does your library

37 Recruit adult students for other literacy providers?

☐ (1) NO ☐ (2) YES

38 Evaluate progress of adult students?

☐ (1) NO ☐ (2) YES

39 Provide library-based literacy instruction/tutoring at sites other than the library?

☐ (1) NO ☐ (2) YES

40 Within the past two years, did your library offer staff development continuing education opportunities on literacy for library staff?

☐ (1) NO ☐ (2) YES

(51)

SERVICES

Does your library

41 Have space that is regularly used for literacy tutoring or classes or for tutor training programs?

☐ (1) NO ☐ (2) YES

42 Develop and distribute publicity about providers of literacy services (e.g., production of brochures, newsletters, or audiovisual materials)?

☐ (1) NO ☐ (2) YES

43 Publicize the problem of illiteracy (e.g., public hearings, informational programs, library displays, news coverage)?

☐ (1) NO ☐ (2) YES

44 Maintain information about literacy providers in the area?

☐ (1) NO ☐ (2) YES

45 Refer requests about literacy services to the appropriate literacy provider?

☐ (1) NO ☐ (2) YES

LIBRARIES AND LITERACY EDUCATION
STATE INSTITUTION
LIBRARY QUESTIONNAIRE, p. 10

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

SERVICES (CONTINUED)

Does your library

46 Follow-up on referrals made to other literacy providers?

☐ (1) NO ☐ (2) YES

47 Provide library tours/orientation for literacy students, tutors, or instructors?

☐ (1) NO ☐ (2) YES

48 Participate as a member of a literacy coalition?

☐ (1) NO ☐ (2) YES

49 Coordinate the total literacy effort in the community where your institution is located?

☐ (1) NO ☐ (2) YES

50 Provide library funds to support literacy efforts in the community where your institution is located?

☐ (1) NO ☐ (2) YES

51 Consult with other libraries on literacy issues and services?

☐ (1) NO ☐ (2) YES

(55)

52 If you are not currently involved in literacy, how likely is it that your library will become involved in literacy activities during the next year?

☐ (1) not likely
☐ (2) possible
☐ (3) very likely

If possible or very likely, what accounts for this?

If possible or very likely, how might you proceed?

☐ (4) N/A, Library is involved in literacy

FOR OFFICE USE
______ [illegible]
______ 48
______ 49
______ [illegible]
______ [illegible]

LIBRARIES AND LITERACY EDUCATION
STATE INSTITUTION
LIBRARY QUESTIONNAIRE, p. 11

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

FOR OFFICE USE

53. If you are currently involved in literacy, how likely is it that your library will increase its involvement in literacy activities?

☐ (1) not likely

☐ (2) possible

☐ (3) very likely

If possible or very likely, what accounts for this?

If possible or very likely, how might you proceed?

☐ (4) N/A Library is not currently involved in literacy

NOTE: The following identifying information will be used only in case of need to contact the library for further information. It will not be used in the report of results. Records of identifying information will be destroyed when data collection is completed.

Name of person filling out this form ____________________

Title ____________________

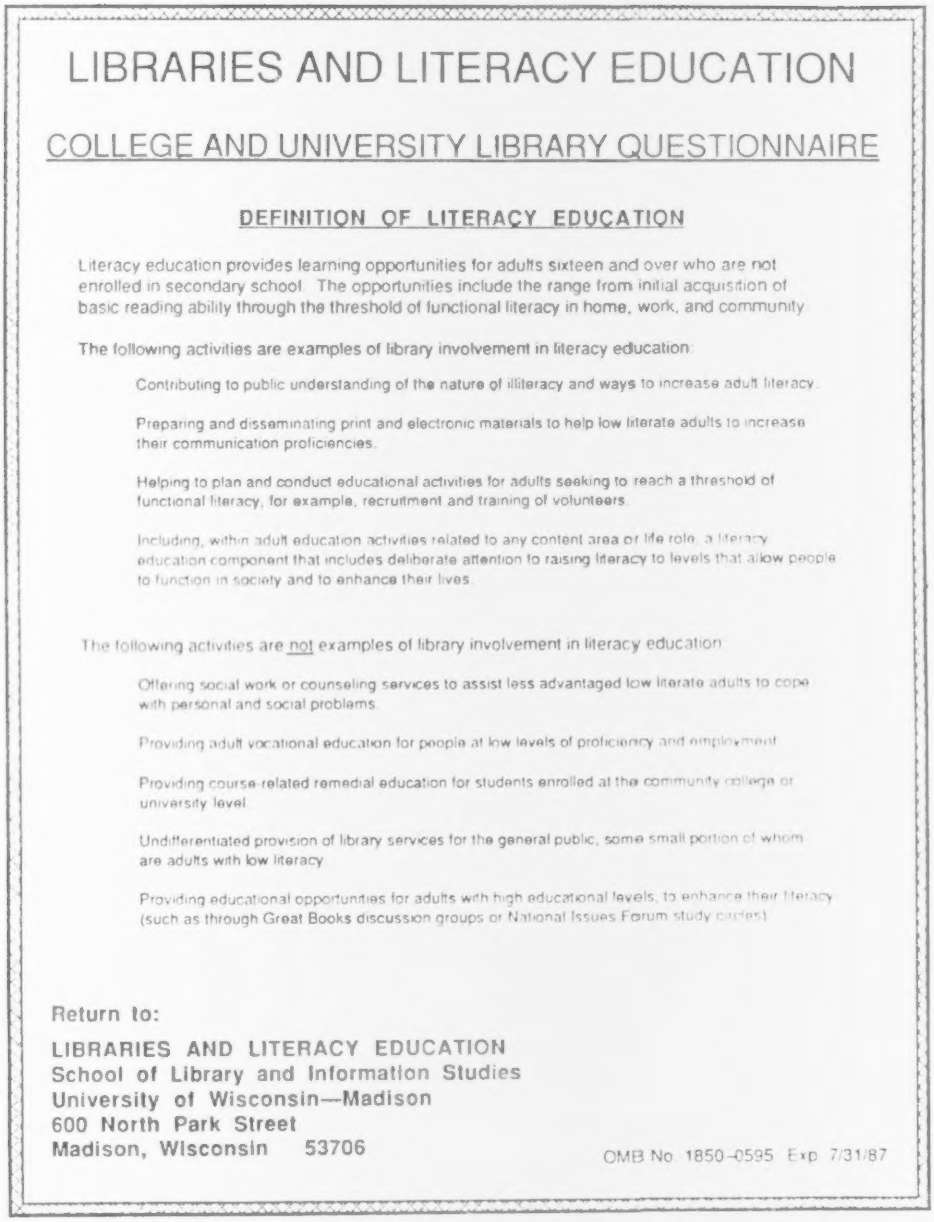
Library ____________________

Address ____________________

____

Zip Code ☐☐☐☐☐

Telephone (in case we need to call for clarification) ______ ______ ______



LIBRARIES AND LITERACY EDUCATION

COLLEGE AND UNIVERSITY LIBRARY QUESTIONNAIRE

DEFINITION OF LITERACY EDUCATION

Literacy education provides learning opportunities for adults sixteen and over who are not enrolled in secondary school. The opportunities include the range from initial acquisition of basic reading ability through the threshold of functional literacy in home, work, and community.

The following activities are examples of library involvement in literacy education:

Contributing to public understanding of the nature of illiteracy and ways to increase adult literacy.

Preparing and disseminating print and electronic materials to help low literate adults to increase their communication proficiencies.

Helping to plan and conduct educational activities for adults seeking to reach a threshold of functional literacy, for example, recruitment and training of volunteers.

Including, within adult education activities related to any content area or life role, a literacy education component that includes deliberate attention to raising literacy to levels that allow people to function in society and to enhance their lives.

The following activities are not examples of library involvement in literacy education:

Offering social work or counseling services to assist less advantaged low literate adults to cope with personal and social problems.

Providing adult vocational education for people at low levels of proficiency and employment.

Providing course-related remedial education for students enrolled at the community college or university level.

Undifferentiated provision of library services for the general public, some small portion of whom are adults with low literacy.

Providing educational opportunities for adults with high educational levels, to enhance their literacy (such as through Great Books discussion groups or National Issues Forum study circles).

Return to:

LIBRARIES AND LITERACY EDUCATION
School of Library and Information Studies
University of Wisconsin—Madison
600 North Park Street
Madison, Wisconsin 53706

OMB No. 1850-0595 Exp. 7/31/87

LIBRARIES AND LITERACY EDUCATION
COLLEGE AND UNIVERSITY
LIBRARY QUESTIONNAIRE, p. 1

1. What is the size of the population you are primarily intended to serve (student enrollment, faculty, and staff)?

_______________ persons

2. Please estimate the percentage of these five groups enrolled or working in your college/university

PERCENTAGE OF COLLEGE/UNIVERSITY POPULATION

______% Asian (14-17)
______% Black (not Hispanic) (18-21)
______% Hispanic (22-25)
______% Native American (26-29)
______% White (30-33)

3. Please estimate the percentage of these five groups residing in the community where your college/university is located.

PERCENTAGE OF COMMUNITY POPULATION

______% Asian (34-37)
______% Black (not Hispanic) (38-41)
______% Hispanic (42-45)
______% Native American (46-49)
______% White (50-53)

4. For what percentage of the adults enrolled or working at your college/university would you estimate English is a second language?

______% (54-57)

5. For what percentage of the adults residing in the community where your college/university is located would you estimate English is a second language?

______% (58-61)

b (62)

FOR OFFICE USE	
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______	13

LIBRARIES AND LITERACY EDUCATION
COLLEGE AND UNIVERSITY
LIBRARY QUESTIONNAIRE, p. 2

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

6. Please check all sources of revenue in fiscal year 1986 (Oct. 1985 - Sept. 1986) for your library and indicate the amount from each source.

PLEASE CHECK (X) NO	YES	SOURCE	REVENUE (INDICATE AMOUNT ESTIMATE WHERE NECESSARY)	
☐ (1)	☐ (2)	local taxes/governing body/state taxes	$________	(72-79)
☐ (1)	☐ (2)	state aid	$________	(7-14)
☐ (1)	☐ (2)	payment for services provided (i.e., contracts with other libraries)	$________	(15-22)
☐ (1)	☐ (2)	library foundation grants	$________	(23-30)
☐ (1)	☐ (2)	non-library foundation grants	$________	(31-38)
☐ (1)	☐ (2)	Federal government grants	$________	(39-46)
☐ (1)	☐ (2)	donations and gifts	$________	(47-54)
☐ (1)	☐ (2)	all other (please specify ________)	$________	(55-62)
b (71)		TOTAL REVENUE	$________	(63-70)

7. During the preceding five years, what was the estimated percentage of library revenues from donations and grants in comparison to total revenues?

______%

8. What percentage of your library's total revenue for FY1986 was expended on literacy activities?

______%

9. Do you currently use volunteers in your library for services other than literacy education?

☐ (1) NO ☐ (2) YES

If YES, approximately how many hours of volunteer time is contributed annually?

__________ hours

FOR OFFICE USE

b
3
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b
b

LIBRARIES AND LITERACY EDUCATION
COLLEGE AND UNIVERSITY
LIBRARY QUESTIONNAIRE, p. 3

FOR OFFICE USE
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10. Does your library offer the following
PLEASE CHECK (X) ALL THAT APPLY

- ☐ On-site educational counseling for assessing needs and planning an educational program
- ☐ Adult informational programming, e.g., on study habits, writing papers, bibliographic instruction
- ☐ Maintaining files to identify learning opportunities on- and off-campus
- ☐ Referral to other educational institutions
- ☐ General programming to enhance reading, e.g., book discussions, author lectures
- ☐ None of the above

11. Does your library work with non-library agencies and organizations off campus by
PLEASE CHECK (X) ALL THAT APPLY

- ☐ selecting materials
- ☐ sharing information about services
- ☐ co-sponsoring programs
- ☐ sharing resources
- ☐ attending their meetings/programs
- ☐ undertaking publicity or public relations efforts
- ☐ referring patrons to appropriate services
- ☐ participating in their staff training
- ☐ None of the above

LIBRARIES AND LITERACY EDUCATION
COLLEGE AND UNIVERSITY
LIBRARY QUESTIONNAIRE, p. 4

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

FOR OFFICE USE
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12. Is there a state-level literacy effort without library involvement in your state?

☐ (1) NO ☐ (2) YES ☐ (8) DON'T KNOW

If YES, which agency/organization coordinates this effort?

____

13. Is there a state-level library-involved literacy effort in your state?

☐ (1) NO ☐ (2) YES ☐ (8) DON'T KNOW

If YES, which agency/organization coordinates this effort?

____

14. Are there non-library activities going on in your community/area to combat illiteracy?

- ☐ (1) NO [GO TO Q. 15]
- ☐ (8) DON'T KNOW [GO TO Q. 15]
- ☐ (2) YES, but I'm not familiar with them [GO TO Q. 15]
- ☐ (3) YES

If YES, which of the following are being offered?
(PLEASE CHECK (X) ALL THAT APPLY.)

- ☐ program offered through a school district
- ☐ volunteer literacy tutoring groups
  - ☐ affiliated with Laubach Literacy International
  - ☐ affiliated with Literacy Volunteers of America
  - ☐ no affiliation with national group
  - ☐ don't know affiliation
- ☐ program at a community college/technical school
- ☐ other. Please specify ____________________

LIBRARIES AND LITERACY EDUCATION
COLLEGE AND UNIVERSITY
LIBRARY QUESTIONNAIRE, p. 5

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

FOR OFFICE USE
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15. Does your college/university offer literacy education:

for college students? ☐ (1) NO ☐ (2) YES
for college staff? ☐ (1) NO ☐ (2) YES
for adults in the community where your school is located? ☐ (1) NO [GO TO Q. 16] ☐ (2) YES

If YES, what department coordinates this effort? ____________________
____

Does this department house a collection of literacy materials for adult new readers/learners?

☐ (1) NO ☐ (2) YES ☐ (8) DON'T KNOW

If YES, please describe how your library is involved in that collection ____________________
____
____
____

16. Are there any other library literacy activities in your area (including public library systems as well as other types of libraries)?

☐ (1) NO ☐ (2) YES ☐ (8) DON'T KNOW

If YES, which library is providing this service? ____________________

17. How important do you think your library's efforts are in literacy activities in relation to your other library activities?

[PLEASE CIRCLE ONE NUMBER.]

NOT IMPORTANT 1 2 3 4 5 6 7 8 9 10 VERY IMPORTANT

18. Using the office to whom your library reports as a frame of reference, how would the decision makers in that office rate the importance of literacy activities in relation to your library's other activities?

[PLEASE CIRCLE ONE NUMBER.]

NOT IMPORTANT 1 2 3 4 5 6 7 8 9 10 VERY IMPORTANT

LIBRARIES AND LITERACY EDUCATION
COLLEGE AND UNIVERSITY
LIBRARY QUESTIONNAIRE, p. 6

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

19. Please rate the following statements on a ten-point scale by circling the appropriate number.

[PLEASE CIRCLE ONLY ONE NUMBER.]

	STRONGLY AGREE									STRONGLY DISAGREE
a. Literacy programs are an essential service of academic libraries	1	2	3	4	5	6	7	8	9	10
b. An important function of academic libraries is to provide literacy instruction	1	2	3	4	5	6	7	8	9	10
c. Academic libraries should designate a portion of their budgets for literacy activities	1	2	3	4	5	6	7	8	9	10
d. Academic library resources are better used for services other than literacy	1	2	3	4	5	6	7	8	9	10
e. Sponsoring literacy programs in academic libraries helps fill the gaps between services provided off-campus by literacy agencies/programs	1	2	3	4	5	6	7	8	9	10
f. A primary educational purpose of the academic library is to stimulate readers to read, not teach non-readers to read	1	2	3	4	5	6	7	8	9	10
g. It is not clear how an academic library can become involved in literacy	1	2	3	4	5	6	7	8	9	10
h. The involvement of academic libraries in literacy efforts is an unnecessary duplication of off-campus literacy services	1	2	3	4	5	6	7	8	9	10
i. Academic libraries should become involved in literacy programs only with funding from outside sources	1	2	3	4	5	6	7	8	9	10
j. A primary educational purpose of the academic library is to combat illiteracy, i.e., to assist non-reading adults learning to read	1	2	3	4	5	6	7	8	9	10
k. The primary purpose of academic libraries in literacy programs is to provide materials for adult new readers	1	2	3	4	5	6	7	8	9	10

lr 79-101

LIBRARIES AND LITERACY EDUCATION
COLLEGE AND UNIVERSITY
LIBRARY QUESTIONNAIRE, p. 7

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

19. Please rate the following statements on a ten-point scale by circling the appropriate number.

[PLEASE CIRCLE ONLY ONE NUMBER.]

	STRONGLY AGREE									STRONGLY DISAGREE
l. Academic libraries should designate staff responsibilities for literacy programs	1	2	3	4	5	6	7	8	9	10
m. Literacy services in academic libraries supplement the services provided by literacy agencies	1	2	3	4	5	6	7	8	9	10
n. The primary role of academic libraries in literacy education is to provide research materials on adult literacy	1	2	3	4	5	6	7	8	9	10

COLLECTION DEVELOPMENT

Does your library:

20. Provide basic skills literacy materials (print or audiovisual) for English as a second language (ESL) readers?

☐ (1) NO

☐ (2) **YES**, at a campus library. Please specify which campus library(ies):
____
____
____

☐ (3) **YES**, at another facility. Please specify which facility(ies):
____
____
____

21. Provide a research collection on the topic of adult illiteracy?

☐ (1) NO ☐ (2) YES

If YES, please give an estimate of the number of items.

__________ items

22. Provide a collection (print and audiovisual) on the topic of teaching adults basic reading, writing, and math skills?

☐ (1) NO ☐ (2) YES

If YES, please give an estimate of the number of items.

__________ items

FOR OFFICE USE
_____ 1
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LIBRARIES AND LITERACY EDUCATION
COLLEGE AND UNIVERSITY
LIBRARY QUESTIONNAIRE, p. 8

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

Does your library:

23. Maintain information about literacy providers in the off-campus community?

☐ (1) NO ☐ (2) YES

24. Refer requests about literacy services to the appropriate literacy education provider?

☐ (1) NO ☐ (2) YES

25. Does your library participate in other literacy education activities?

☐ (1) NO → [PLEASE GO TO QUESTION 57.]

☐ (2) YES → [PLEASE GO TO QUESTION 26.]

__lr__ (29)

LIBRARIES AND LITERACY EDUCATION
COLLEGE AND UNIVERSITY
LIBRARY QUESTIONNAIRE, p. 9

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

FOR OFFICE USE
___ 10
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___ 14
___ 15
___ 16
___ 17
___ 18

COLLECTION DEVELOPMENT

Does your library

26. Provide literacy print materials for adult new readers/learners?

☐ (1) NO ☐ (2) **YES**, at a campus library. Please specify which campus library(ies) ___ ☐ (3) **YES**, at another facility. Please specify which facility(ies) ___

27. Provide literacy audiovisual materials (for example, audiocassettes, phonograph records, videotapes) for adult new readers/learners?

☐ (1) NO ☐ (2) **YES**, at a campus library. Please specify which campus library(ies) ___ ☐ (3) **YES**, at another facility. Please specify which facility(ies) ___

28. Provide microcomputers and microcomputer software teaching basic skills (i.e., math, reading, and writing)?

☐ (1) NO ☐ (2) **YES**, at a campus library. Please specify which campus library(ies) ___ ☐ (3) **YES**, at another facility. Please specify which facility(ies) ___

LIBRARIES AND LITERACY EDUCATION
COLLEGE AND UNIVERSITY
LIBRARY QUESTIONNAIRE, p. 10

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

29. Develop basic skills microcomputer software?

- for adult new readers/learners ☐ (1) NO ☐ (2) YES
- for English as a second language (ESL) readers ☐ (1) NO ☐ (2) YES
- for use by literacy tutors or adult basic education instructors ☐ (1) NO ☐ (2) YES

30. Compile, print, and distribute bibliographies of literacy materials available from the library for adult new readers/learners or for use by tutors or instructors?

☐ (1) NO ☐ (2) YES

31. Write literacy print materials for adult new readers/learners?

☐ (1) NO ☐ (2) YES

32. Produce and distribute literacy print materials for adult new readers/learners?

☐ (1) NO ☐ (2) YES

33. Produce and distribute audiovisual materials for adult new readers/learners?

☐ (1) NO ☐ (2) YES

34. Provide materials for the staff development of tutors or instructors?

☐ (1) NO ☐ (2) YES

35. Identify literacy collections in the area, not provided by your library?

☐ (1) NO ☐ (2) YES

36. Provide demonstration collections of literacy materials?

☐ (1) NO ☐ (2) YES

JY 491

LIBRARIES AND LITERACY EDUCATION
COLLEGE AND UNIVERSITY
LIBRARY QUESTIONNAIRE, p. 11

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

INSTRUCTION

Does your library;

37 Train literacy tutors?

☐ (1) NO ☐ (2) YES

38 Participate in training sessions for non-library tutors?

☐ (1) NO ☐ (2) YES

39 Participate in staff development programs for adult basic education instructors?

☐ (1) NO ☐ (2) YES

40 Recruit tutors for a library-based instructional program?

☐ (1) NO ☐ (2) YES

41 Recruit tutors for other literacy providers?

☐ (1) NO ☐ (2) YES

42 Recruit adult students for a library-based literacy instructional program?

☐ (1) NO ☐ (2) YES

43 Recruit adult students for other literacy providers?

☐ (1) NO ☐ (2) YES

44 Evaluate progress of adult students?

☐ (1) NO ☐ (2) YES

45 Provide library-based literacy instruction/tutoring at sites other than the library?

☐ (1) NO ☐ (2) YES

46 Within the past two years, did your library offer staff development/continuing education opportunities on literacy for library staff?

☐ (1) NO ☐ (2) YES

Jr (60)

LIBRARIES AND LITERACY EDUCATION
COLLEGE AND UNIVERSITY
LIBRARY QUESTIONNAIRE, p. 12

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

SERVICES

Does your library:

47 Have space that is regularly used for literacy tutoring or classes or for tutor training programs?

☐ (1) NO ☐ (2) YES

48 Develop and distribute publicity about providers of literacy services (e.g., production of brochures, newsletters, or audiovisual materials)?

☐ (1) NO ☐ (2) YES

49 Publicize the problem of illiteracy (e.g., public hearings, informational programs, library displays, news coverage)?

☐ (1) NO ☐ (2) YES

50 Provide the primary contact or publicized telephone number for information on literacy and referral of clients?

☐ (1) NO ☐ (2) YES

51 Follow-up on referrals made to other literacy providers?

☐ (1) NO ☐ (2) YES

52 Provide library tours/orientation for literacy students, tutors, or instructors?

☐ (1) NO ☐ (2) YES

53 Participate as a member of a literacy coalition?

☐ (1) NO ☐ (2) YES

54 Coordinate the total literacy effort in the community where your school is located?

☐ (1) NO ☐ (2) YES

55 Provide library funds to support off-campus literacy efforts?

☐ (1) NO ☐ (2) YES

56 Consult with other libraries on literacy issues and services?

☐ (1) NO ☐ (2) YES

Jr (71)

LIBRARIES AND LITERACY EDUCATION

COLLEGE AND UNIVERSITY
LIBRARY QUESTIONNAIRE, p. 13

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

FOR OFFICE USE
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57. If you are not currently involved in literacy, how likely is it that your library will become involved in literacy activities during the next year?

☐ (1) not likely
☐ (2) possible
☐ (3) very likely

If possible or very likely, what accounts for this?

If possible or very likely, how might you proceed?

☐ (4) N/A: Library already is involved in literacy

58. If you are currently involved in literacy, how likely is it that your library will increase its involvement in literacy activities?

☐ (1) not likely
☐ (2) possible
☐ (3) very likely

If possible or very likely, what accounts for this?

If possible or very likely, how might you proceed?

☐ (4) N/A: Library is not currently involved in literacy

LIBRARIES AND LITERACY EDUCATION

COLLEGE AND UNIVERSITY
LIBRARY QUESTIONNAIRE, p. 14

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

NOTE: The following identifying information will be used only in case of need to contact the library for further information. It will not be used in the report of results. Records of identifying information will be destroyed when data collection is completed.

Name of person filling out this form: _______________
Title: _______________
Library: _______________
Address: _______________
____
Zip Code ☐☐☐☐☐
Telephone (in case we need to call for clarification) (_____) _____ - _____

LIBRARIES AND LITERACY EDUCATION

SCHOOL DISTRICT QUESTIONNAIRE

DEFINITION OF LITERACY EDUCATION

Literacy education provides learning opportunities for adults sixteen and over who are not enrolled in secondary school. The opportunities include the range from initial acquisition of basic reading ability through the threshold of functional literacy in home, work, and community.

The following activities are examples of library involvement in literacy education:

Contributing to public understanding of the nature of illiteracy and ways to increase adult literacy.

Preparing and disseminating print and electronic materials to help low literate adults to increase their communication proficiencies.

Helping to plan and conduct educational activities for adults seeking to reach a threshold of functional literacy, for example, recruitment and training of volunteers.

Including, within adult education activities related to any content area or life role, a literacy education component that includes deliberate attention to raising literacy to levels that allow people to function in society and to enhance their lives.

The following activities are not examples of library involvement in literacy education:

Offering social work or counseling services to assist less advantaged low literate adults to cope with personal and social problems.

Providing adult vocational education for people at low levels of proficiency and employment.

Providing course-related remedial education for students enrolled at the community college or university level.

Undifferentiated provision of library services for the general public, some small portion of whom are adults with low literacy.

Providing educational opportunities for adults with high educational levels, to enhance their literacy (such as through Great Books discussion groups or National Issues Forum study circles).

Return to:

LIBRARIES AND LITERACY EDUCATION
School of Library and Information Studies
University of Wisconsin—Madison
600 North Park Street
Madison, Wisconsin 53706

OMB No. 1850-0595 Exp. 7/31/87

LIBRARIES AND LITERACY EDUCATION
SCHOOL DISTRICT QUESTIONNAIRE, p. 1

FOR OFFICE USE

1. Would you describe your school district area as primarily: PLEASE CHECK [X] ONE

- ☐ (1) urban
- ☐ (2) urban-suburban
- ☐ (3) suburban
- ☐ (4) suburban-rural
- ☐ (5) rural

2. What is the size of the general population residing in your school district?

_______________ persons

3. Please estimate the percentage of these five groups in your school district.

PERCENTAGE OF SCHOOL DISTRICT POPULATION

_____% Asian
_____% Black (not Hispanic)
_____% Hispanic
_____% Native American
_____% White

4. For what percentage of the adults in your school district area would you estimate English is a second language?

_________ %

LIBRARIES AND LITERACY EDUCATION
SCHOOL DISTRICT QUESTIONNAIRE, p. 2

5. Please check all sources of revenue in fiscal year 1986 (Oct. 1985 - Sept. 1986) for the secondary school library media centers in your district and indicate the amount from each source.

PLEASE CHECK (X) NO	YES	SOURCE	REVENUE (INDICATE AMOUNT, ESTIMATE WHERE NECESSARY)
☐ (1)	☐ (2)	local taxes/governing body/state taxes	$__________
☐ (1)	☐ (2)	state aid	$__________
☐ (1)	☐ (2)	payment for services provided (i.e., contracts with other libraries)	$__________
☐ (1)	☐ (2)	library foundation grants	$__________
☐ (1)	☐ (2)	non-library foundation grants	$__________
☐ (1)	☐ (2)	Federal government grants	$__________
☐ (1)	☐ (2)	donations and gifts	$__________
☐ (1)	☐ (2)	all other (please specify) __________	$__________
		TOTAL REVENUE	$__________

FOR OFFICE USE

6. What percentage of your total revenue for secondary school library media services for 1986 (total from Q. 5) was expended on literacy/adult basic education activities?

__________ %

7. Does your school district administer funds for a community literacy/adult basic education program?

☐ (1) NO ☐ (2) YES

If YES, for which organization(s)? ____________________

____

8. During the preceding five years, what was the percentage of secondary school library media services revenues from donations and grants in comparison to total revenues?

__________ %

9. Do you currently use volunteers in your secondary school library/media centers for services other than literacy?

☐ (1) NO ☐ (2) YES

If YES, approximately how many hours of volunteer time are contributed annually? __________ hours

LIBRARIES AND LITERACY EDUCATION
SCHOOL DISTRICT QUESTIONNAIRE, p. 3

In addition to studying your secondary school library/media services in literacy education, this project is examining relationships between non-literacy services and library literacy activities. Questions 10 and 11 are asking about non-literacy activities.

10 Do your secondary school library/media services include the following?

PLEASE CHECK [X] ALL THAT APPLY

- ☐ on-site educational counseling for adults for assessing needs and planning an educational program
- ☐ adult informational programming, e.g., on stocks, estate planning, or bicycle repair
- ☐ maintaining files to identify adult learning opportunities in the community
- ☐ referral to other educational institutions serving adults
- ☐ adult programming to enhance reading, e.g., book discussions, author lectures
- ☐ none of the above

Do any of your secondary school library/media centers work cooperatively with non-library agencies and organizations in:

PLEASE CHECK [X] ALL THAT APPLY

- ☐ selecting materials
- ☐ sharing information about services
- ☐ co-sponsoring programs
- ☐ sharing resources
- ☐ attending their meetings/programs
- ☐ undertaking publicity or public relations efforts
- ☐ referring patrons to appropriate services
- ☐ participating in their staff training
- ☐ inviting agency personnel to participate in library continuing education offerings
- ☐ none of the above

FOR OFFICE USE

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___ [illegible]
___ [illegible]
___ [illegible]
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LIBRARIES AND LITERACY EDUCATION
SCHOOL DISTRICT QUESTIONNAIRE, p. 4

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

12 Is there a state-level literacy effort without library involvement in your state?

☐ NO ☐ YES ☐ DON'T KNOW

If YES, what agency/group coordinates this effort?

____

13 Is there a state-level library involved literacy effort in your state?

☐ NO ☐ YES ☐ DON'T KNOW

If YES, what agency/group coordinates this effort?

____

14 Are there non-library activities going on in your community/area to combat illiteracy?

- ☐ 1) NO [GO TO Q. 15]
- ☐ 8) DON'T KNOW [GO TO Q. 15]
- ☐ 2) YES, but I'm not familiar with them [GO TO Q. 15]
- ☐ 3) YES

If YES, which of the following are being offered? (PLEASE CHECK [X] ALL THAT APPLY.)

- ☐ program at a community college/technical school
- ☐ program offered through a college or university
- ☐ volunteer literacy tutoring group
  - ☐ affiliated with Laubach Literacy International
  - ☐ affiliated with Literacy Volunteers of America
  - ☐ no affiliation with national group
  - ☐ don't know affiliation
- ☐ other (Please specify ______________________)

FOR OFFICE USE

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Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

FOR OFFICE USE
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15. Are there any other library literacy activities in your area (including public library systems as well as other types of libraries)?

☐ (1) NO ☐ (2) YES ☐ (8) DON'T KNOW

If YES, who is providing this service? ______________________

16. How important do you think your secondary school library/media centers' efforts are in literacy activities in relation to your other secondary school library/media center activities?
[PLEASE CIRCLE ONE NUMBER.]

NOT IMPORTANT 1 2 3 4 5 6 7 8 9 10 VERY IMPORTANT

17. Using the school board as your frame of reference, how would these decision makers rate the importance of literacy activities in relation to your secondary school library/media centers' other activities?
[PLEASE CIRCLE ONE NUMBER.]

NOT IMPORTANT 1 2 3 4 5 6 7 8 9 10 VERY IMPORTANT

18. Please rate the following statements on a ten point scale by circling the appropriate number.
[PLEASE CIRCLE ONLY ONE NUMBER.]

	STRONGLY AGREE									STRONGLY DISAGREE
a. Literacy programs are an essential service of secondary school libraries.	1	2	3	4	5	6	7	8	9	10
b. An important function of secondary school libraries is to provide literacy tutoring.	1	2	3	4	5	6	7	8	9	10
c. Secondary school libraries should designate a portion of their budgets for literacy activities.	1	2	3	4	5	6	7	8	9	10
d. Secondary school library resources are better used for services other than literacy.	1	2	3	4	5	6	7	8	9	10
e. Sponsoring literacy programs in secondary school libraries helps fill the gaps between services provided by literacy agencies.	1	2	3	4	5	6	7	8	9	10
f. A primary educational purpose of the secondary school library is to stimulate readers to read not teach non-readers to read.	1	2	3	4	5	6	7	8	9	10
g. It is not clear how a secondary school library can become involved in adult literacy.	1	2	3	4	5	6	7	8	9	10

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Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

18. (continued) Please rate the following statements on a ten-point scale by circling the appropriate number.
[PLEASE CIRCLE ONLY ONE NUMBER.]

	STRONGLY AGREE									STRONGLY DISAGREE
h. The involvement of secondary school libraries in literacy efforts is an unnecessary duplication of services.	1	2	3	4	5	6	7	8	9	10
i. Secondary school libraries should become involved in literacy programs only with funding from outside sources.	1	2	3	4	5	6	7	8	9	10
j. A primary educational purpose of the secondary school library is to combat illiteracy, i.e., to assist non-reading adults learning to read.	1	2	3	4	5	6	7	8	9	10
k. The primary purpose of secondary school libraries in literacy programs is to provide materials.	1	2	3	4	5	6	7	8	9	10
l. Secondary school libraries should designate staff responsibilities for literacy programs.	1	2	3	4	5	6	7	8	9	10
m. Literacy services in secondary school libraries supplement the services provided by literacy agencies.	1	2	3	4	5	6	7	8	9	10

FOR OFFICE USE
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19. Does your school district currently offer any literacy program for adults sixteen and over who are not enrolled in secondary school?

☐ (1) NO → PLEASE GO TO QUESTION 54

☐ (2) YES

If YES, are any of the library/media centers in secondary schools involved in this literacy program?

☐ (1) NO

☐ (2) YES → PLEASE GO TO QUESTION 20

If NO, is there library service available for the adult students enrolled in your literacy program?

☐ (1) NO → PLEASE GO TO QUESTION 54

☐ (2) YES

If YES, please briefly describe this service and return to Q. 20

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LIBRARIES AND LITERACY EDUCATION
SCHOOL DISTRICT QUESTIONNAIRE, p. 7

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

COLLECTION DEVELOPMENT

Do your secondary school library/media centers:

20. Provide literacy print materials?

☐ (1) NO ☐ (2) YES-- PLEASE CHECK ALL THAT APPLY

	at the library?	at another facility?
for adult new readers/learners	☐	☐
for English as a second language (ESL) readers	☐	☐
for use by literacy tutors or instructors	☐	☐

If provided at another facility, which facility(ies)? ____________________
____
____

21. Provide literacy audiovisual materials (for example: audiocassettes, phonograph records, videotapes)?

☐ (1) NO ☐ (2) YES-- PLEASE CHECK ALL THAT APPLY

	at the library?	at another facility?
for adult new readers/learners	☐	☐
for English as a second language (ESL) readers	☐	☐
for use by literacy tutors or instructors	☐	☐

22. Provide microcomputers and microcomputer software teaching basic skills (i.e., math, reading, and writing)?

☐ (1) NO ☐ (2) YES-- PLEASE CHECK ALL THAT APPLY

	at the library?	at another facility?
for adult new readers/learners	☐	☐
for English as a second language (ESL) readers	☐	☐
for use by literacy tutors or instructors	☐	☐

FOR OFFICE USE
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LIBRARIES AND LITERACY EDUCATION
SCHOOL DISTRICT QUESTIONNAIRE, p. 8

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

Do your secondary school library media centers:

23. Develop basic skills microcomputer software?

• for adult new readers/learners	☐ (1) NO	☐ (2) YES
• for English as a second language (ESL) readers	☐ (1) NO	☐ (2) YES
• for use by literacy tutors or instructors	☐ (1) NO	☐ (2) YES

24. Compile, print, and distribute bibliographies of literacy materials available from the library for adult new readers/learners or for use by tutors or instructors?

☐ (1) NO ☐ (2) YES

25. Write literacy print materials for adult new readers/learners?

☐ (1) NO ☐ (2) YES

26. Produce and distribute literacy print materials for adult new readers/learners?

☐ (1) NO ☐ (2) YES

27. Produce and distribute audiovisual materials for adult new readers/learners?

☐ (1) NO ☐ (2) YES

28. Provide a research collection on the topic of adult illiteracy?

☐ (1) NO ☐ (2) YES

29. Identify literacy collections in the area, not provided by your library?

☐ (1) NO ☐ (2) YES

30. Provide demonstration collections of literacy materials?

☐ (1) NO ☐ (2) YES

b [illegible]

LIBRARIES AND LITERACY EDUCATION
SCHOOL DISTRICT QUESTIONNAIRE, p. 9

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

INSTRUCTION

Do your secondary school library/media centers:

31. Train literacy tutors?
☐ (1) NO ☐ (2) YES

32. Participate in training sessions for non-library tutors?
☐ (1) NO ☐ (2) YES

33. Participate in staff development programs for adult basic education instructors?
☐ (1) NO ☐ (2) YES

34. Recruit tutors for a library-based instructional program?
☐ (1) NO ☐ (2) YES

35. Recruit tutors for other literacy providers?
☐ (1) NO ☐ (2) YES

36. Recruit adult students for a library-based literacy instructional program?
☐ (1) NO ☐ (2) YES

37. Recruit adult students for other literacy providers?
☐ (1) NO ☐ (2) YES

38. Evaluate progress of adult students?
☐ (1) NO ☐ (2) YES

39. Provide library-based literacy instruction/tutoring at sites other than the library?
☐ (1) NO ☐ (2) YES

40. Within the past two years, did your library offer staff development/continuing education opportunities on literacy for library staff?
☐ (1) NO ☐ (2) YES

br (35)

LIBRARIES AND LITERACY EDUCATION
SCHOOL DISTRICT QUESTIONNAIRE, p. 10

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

SERVICES

Do your secondary school library/media centers:

41. Have space that is regularly used for literacy tutoring or adult basic education classes or for tutor training programs?
☐ (1) NO ☐ (2) YES

42. Develop and distribute publicity about providers of literacy services (e.g., production of brochures, newsletters, or audiovisual materials)?
☐ (1) NO ☐ (2) YES

43. Publicize the problem of illiteracy (e.g., public hearings, informational programs, library displays, news coverage)?
☐ (1) NO ☐ (2) YES

44. Maintain information about literacy providers in the area?
☐ (1) NO ☐ (2) YES

45. Provide the primary contact or publicized telephone number for information on literacy and referral of clients?
☐ (1) NO ☐ (2) YES

46. Refer requests about literacy services to the appropriate literacy provider?
☐ (1) NO ☐ (2) YES

47. Follow-up on referrals made to other literacy providers?
☐ (1) NO ☐ (2) YES

48. Provide library tours/orientation for literacy students, tutors, or instructors?
☐ (1) NO ☐ (2) YES

49. Participate as a member of a literacy coalition?
☐ (1) NO ☐ (2) YES

50. Coordinate the total literacy effort in the community?
☐ (1) NO ☐ (2) YES

51. Provide library funds to support community literacy efforts?
☐ (1) NO ☐ (2) YES

52. Consult with other libraries on literacy issues and services?
☐ (1) NO ☐ (2) YES

53. Provide support services (e.g., advice or guidance) directly to individual learners/tutors?
☐ (1) NO ☐ (2) YES

br (52)

LIBRARIES AND LITERACY EDUCATION
SCHOOL DISTRICT QUESTIONNAIRE, p. 11

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

54 If you are not currently involved in literacy, how likely is it that your secondary school library/media centers will become involved in literacy activities during the next year?

☐ (1) not likely

☐ (2) possible

☐ (3) very likely

If possible or very likely, what accounts for this?

If possible or very likely, how might you proceed?

☐ (4) N/A Library already is involved in literacy

55 If you are currently involved in literacy, how likely is it that your secondary school library/media centers will increase their involvement in literacy activities?

☐ (1) not likely

☐ (2) possible

☐ (3) very likely

If possible or very likely, what accounts for this?

If possible or very likely, how might you proceed?

☐ (4) N/A Library is not currently involved in literacy

* * *

NOTE: The following identifying information will be used only in case of need to contact the library for further information. It will not be used in the report of results. Records of identifying information will be destroyed when data collection is completed.

Name of person filling out this form ______________________

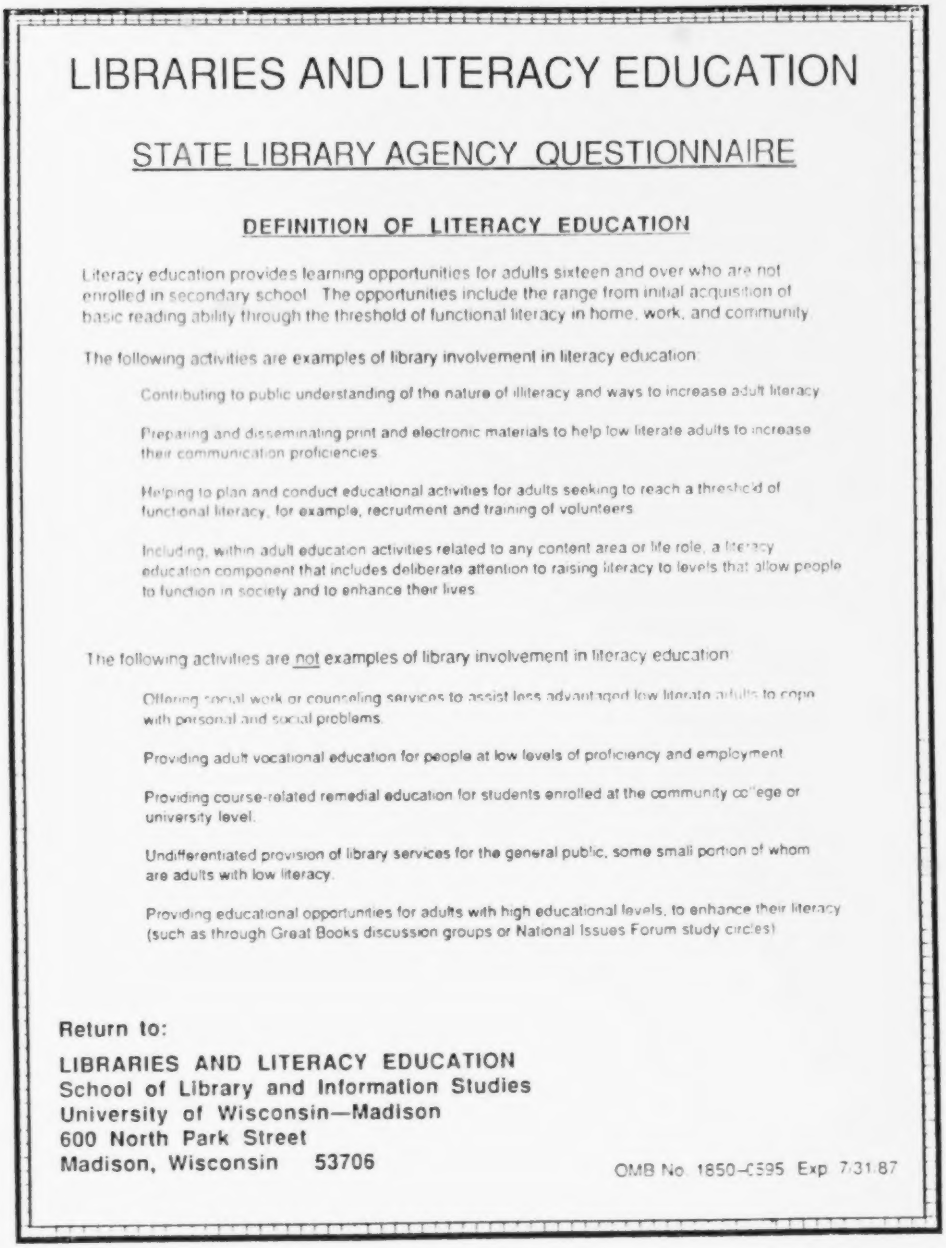
Title ______________________

Library ______________________

Address ______________________

____

Zip Code ☐☐☐☐☐ Telephone (in case we need to call for clarification) (____) ____ - ______



LIBRARIES AND LITERACY EDUCATION

STATE LIBRARY AGENCY QUESTIONNAIRE

DEFINITION OF LITERACY EDUCATION

Literacy education provides learning opportunities for adults sixteen and over who are not enrolled in secondary school. The opportunities include the range from initial acquisition of basic reading ability through the threshold of functional literacy in home, work, and community.

The following activities are examples of library involvement in literacy education:

Contributing to public understanding of the nature of illiteracy and ways to increase adult literacy.

Preparing and disseminating print and electronic materials to help low literate adults to increase their communication proficiencies.

Helping to plan and conduct educational activities for adults seeking to reach a threshold of functional literacy, for example, recruitment and training of volunteers.

Including, within adult education activities related to any content area or life role, a literacy education component that includes deliberate attention to raising literacy to levels that allow people to function in society and to enhance their lives.

The following activities are not examples of library involvement in literacy education:

Offering social work or counseling services to assist less advantaged low literate adults to cope with personal and social problems.

Providing adult vocational education for people at low levels of proficiency and employment.

Providing course-related remedial education for students enrolled at the community college or university level.

Undifferentiated provision of library services for the general public, some small portion of whom are adults with low literacy.

Providing educational opportunities for adults with high educational levels, to enhance their literacy (such as through Great Books discussion groups or National Issues Forum study circles).

Return to:

LIBRARIES AND LITERACY EDUCATION
School of Library and Information Studies
University of Wisconsin—Madison
600 North Park Street
Madison, Wisconsin 53706

OMB No. 1850-0595 Exp. 7/31/87

LIBRARIES AND LITERACY EDUCATION
STATE LIBRARY AGENCY
QUESTIONNAIRE, p. 1

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

1. For what percentage of your service community population would you estimate English is a second language?

____%

2. Is there a state-level literacy effort without library involvement in your state?

☐ (1) NO ☐ (2) YES ☐ (8) DON'T KNOW

If YES, which agency/organization coordinates this effort?

____

3. Is there a state-level library involved literacy effort in your state?

☐ (1) NO ☐ (2) YES ☐ (8) DON'T KNOW

If YES, which agency/organization coordinates this effort?

____

4. Are there non-library activities going on in your community/area to combat illiteracy?

- ☐ (1) NO [GO TO Q. 5]
- ☐ (8) DON'T KNOW [GO TO Q. 5]
- ☐ (2) YES, but I'm not familiar with them [GO TO Q. 5]
- ☐ (3) YES

If YES, which of the following are being offered?
(PLEASE CHECK [X] ALL THAT APPLY.)

- ☐ program at a community college/technical school
- ☐ program offered through a school district
- ☐ volunteer literacy tutoring group
  - ☐ affiliated with Laubach Literacy International
  - ☐ affiliated with Literacy Volunteers of America
  - ☐ no affiliation with national group
  - ☐ don't know affiliation
- ☐ college or university program
- ☐ other. Please specify ______________________________

FOR OFFICE USE

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LIBRARIES AND LITERACY EDUCATION
STATE LIBRARY AGENCY
QUESTIONNAIRE, p. 2

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

5. What percentage of your agency's total revenue for FY1986 was expended on literacy activities?

______%

FUNDING

Does your agency/state library:

6. Award federal funds directly to local libraries for literacy programs?

☐ (1) NO ☐ (2) YES

If YES, please give estimated amount in fiscal year 1986.

$____________

7. Award federal funds directly to non-library agencies for literacy programs?

☐ (1) NO ☐ (2) YES

If YES, please give estimated amount in fiscal year 1986.

$____________

8. Award state funds directly to local library literacy programs?

☐ (1) NO ☐ (2) YES

If YES, please give estimated amount in fiscal year 1986.

$____________

9. Award state funds directly to local non-library agencies for literacy programs?

☐ (1) NO ☐ (2) YES

If YES, please give estimated amount in fiscal year 1986.

$____________

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LIBRARIES AND LITERACY EDUCATION
STATE LIBRARY AGENCY
QUESTIONNAIRE, p. 3

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

10. How important do you think your agency's efforts are in literacy activities in relation to your other agency activities?

[PLEASE CIRCLE ONE NUMBER.]

NOT IMPORTANT 1 2 3 4 5 6 7 8 9 10 VERY IMPORTANT

11. Using the office to whom your agency reports as your frame of reference, how would the decision-makers in that office rate the importance of literacy activities in relation to your agency's other activities?

[PLEASE CIRCLE ONE NUMBER.]

NOT IMPORTANT 1 2 3 4 5 6 7 8 9 10 VERY IMPORTANT

12. Please rate the following statements on a ten point scale by circling the appropriate number.

[PLEASE CIRCLE ONLY ONE NUMBER.]

	STRONGLY AGREE								STRONGLY DISAGREE	
a. Literacy programs are an essential service of libraries.	1	2	3	4	5	6	7	8	9	10
b. An important function of libraries is to provide literacy tutoring.	1	2	3	4	5	6	7	8	9	10
c. Libraries should designate a portion of their budgets for literacy activities.	1	2	3	4	5	6	7	8	9	10
d. Library resources are better used for services other than literacy.	1	2	3	4	5	6	7	8	9	10
e. Sponsoring literacy programs in libraries helps fill the gaps between services provided by literacy agencies.	1	2	3	4	5	6	7	8	9	10
f. A primary educational purpose of libraries is to stimulate readers to read, not teach non-readers to read.	1	2	3	4	5	6	7	8	9	10

LIBRARIES AND LITERACY EDUCATION
STATE LIBRARY AGENCY
QUESTIONNAIRE, p. 4

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

12. (continued) Please rate the following statements on a ten point scale by circling the appropriate number.

[PLEASE CIRCLE ONLY ONE NUMBER.]

	STRONGLY AGREE								STRONGLY DISAGREE	
g. It is not clear how libraries can become involved in literacy.	1	2	3	4	5	6	7	8	9	10
h. The involvement of libraries in literacy efforts is an unnecessary duplication of services.	1	2	3	4	5	6	7	8	9	10
i. Libraries should become involved in literacy programs only with funding from outside sources.	1	2	3	4	5	6	7	8	9	10
j. A primary educational purpose of libraries is to combat illiteracy, i.e., to assist non-reading adults learning to read.	1	2	3	4	5	6	7	8	9	10
k. The primary purpose of libraries in literacy programs is to provide materials.	1	2	3	4	5	6	7	8	9	10
l. Libraries should designate staff responsibilities for literacy programs.	1	2	3	4	5	6	7	8	9	10
m. Literacy services in libraries supplement the services provided by literacy agencies.	1	2	3	4	5	6	7	8	9	10

(21)

13. Please rate the following statements on a ten point scale by circling the appropriate number.

[PLEASE CIRCLE ONLY ONE NUMBER.]

	STRONGLY AGREE								STRONGLY DISAGREE	
a. A primary function of state library agencies is to provide funding to help support local library programs.	1	2	3	4	5	6	7	8	9	10
b. The state library agency should provide consultant services and technical assistance to local libraries on literacy services.	1	2	3	4	5	6	7	8	9	10
c. Building a literacy collection at the state library is an unnecessary duplication of literacy materials available elsewhere in the state.	1	2	3	4	5	6	7	8	9	10
d. The state library agency should coordinate a state-level coalition.	1	2	3	4	5	6	7	8	9	10
e. An important role for state library agencies is to publicize literacy services in the state.	1	2	3	4	5	6	7	8	9	10

LIBRARIES AND LITERACY EDUCATION
STATE LIBRARY AGENCY
QUESTIONNAIRE, p. 5

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

FOR OFFICE USE
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PLEASE RESPOND IN TERMS OF YOUR AGENCY'S DIRECT SERVICES, NOT IN TERMS OF OTHER LIBRARIES IN THE STATE USING STATE FUNDS.

COLLECTION DEVELOPMENT

Does your agency/state library:

14. Provide literacy print materials?

☐ (1) **NO** ☐ (2) **YES**-- PLEASE CHECK ALL THAT APPLY

- ☐ for adult new readers/learners
- ☐ for English as a second language (ESL) readers
- ☐ for use by literacy tutors or instructors

15. Provide literacy audiovisual materials (for example, audiocassettes, phonograph records, videotapes)?

☐ (1) **NO** ☐ (2) **YES**-- PLEASE CHECK ALL THAT APPLY

- ☐ for adult new readers/learners
- ☐ for English as a second language (ESL) readers
- ☐ for use by literacy tutors or instructors

16. Provide microcomputers and microcomputer software teaching basic skills (i.e., math, reading, and writing)?

☐ (1) **NO** ☐ (2) **YES**-- PLEASE CHECK ALL THAT APPLY

- ☐ for adult new readers/learners
- ☐ for English as a second language (ESL) readers
- ☐ for use by literacy tutors or instructors

LIBRARIES AND LITERACY EDUCATION
STATE LIBRARY AGENCY
QUESTIONNAIRE, p. 6

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

PLEASE RESPOND IN TERMS OF YOUR AGENCY'S DIRECT SERVICES, NOT IN TERMS OF OTHER LIBRARIES IN THE STATE USING STATE FUNDS.

Does your agency/state library:

17. Develop basic skills microcomputer software?

• for adult new readers/learners	☐ (1) **NO**	☐ (2) **YES**
• for English as a second language (ESL) readers	☐ (1) **NO**	☐ (2) **YES**
• for use by literacy tutors or instructors	☐ (1) **NO**	☐ (2) **YES**

18. Compile, print, and distribute bibliographies of literacy materials available from the library for adult new readers/learners or for use by tutors or instructors?

☐ (1) **NO** ☐ (2) **YES**

19. Write literacy print materials for adult new readers/learners?

☐ (1) **NO** ☐ (2) **YES**

20. Produce and distribute literacy print materials for adult new readers/learners?

☐ (1) **NO** ☐ (2) **YES**

21. Produce and distribute audiovisual materials for adult new readers/learners?

☐ (1) **NO** ☐ (2) **YES**

22. Provide a research collection on the topic of adult literacy?

☐ (1) **NO** ☐ (2) **YES**

23. Identify literacy collections in the state not provided by your agency library?

☐ (1) **NO** ☐ (2) **YES**

24. Provide demonstration collections of literacy materials?

☐ (1) **NO** ☐ (2) **YES**

LIBRARIES AND LITERACY EDUCATION
STATE LIBRARY AGENCY
QUESTIONNAIRE, p. 7

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

PLEASE RESPOND IN TERMS OF YOUR AGENCY'S DIRECT SERVICES, NOT IN TERMS OF OTHER LIBRARIES IN THE STATE USING STATE FUNDS.

INSTRUCTION

Does your agency/state library:

25. Train literacy tutors?

☐ (1) NO ☐ (2) YES

26. Participate in training sessions for non-library tutors?

☐ (1) NO ☐ (2) YES

27. Participate in staff development programs for adult basic education instructors?

☐ (1) NO ☐ (2) YES

28. Recruit tutors for a library-based literacy instructional program?

☐ (1) NO ☐ (2) YES

29. Recruit tutors for other literacy providers?

☐ (1) NO ☐ (2) YES

30. Recruit adult students for a library-based literacy instructional program?

☐ (1) NO ☐ (2) YES

31. Recruit adult students for other literacy providers?

☐ (1) NO ☐ (2) YES

32. Evaluate progress of adult students?

☐ (1) NO ☐ (2) YES

33. Offer staff development/continuing education opportunities on literacy for librarians and trustees within the past two years?

☐ (1) NO ☐ (2) YES

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LIBRARIES AND LITERACY EDUCATION
STATE LIBRARY AGENCY
QUESTIONNAIRE, p. 8

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service.

PLEASE RESPOND IN TERMS OF YOUR AGENCY'S DIRECT SERVICES, NOT IN TERMS OF OTHER LIBRARIES IN THE STATE USING STATE FUNDS.

SERVICES

Does your agency/state library:

34. Have space that is regularly used for literacy tutoring or classes or for tutor training programs?

☐ (1) NO ☐ (2) YES

35. Develop and distribute publicity about providers of literacy services (e.g., production of brochures, newsletters, or audiovisual materials)?

☐ (1) NO ☐ (2) YES

36. Publicize the problem of illiteracy (e.g., public hearings, informational programs, library displays, news coverage)?

☐ (1) NO ☐ (2) YES

37. Maintain information about literacy providers in the state?

☐ (1) NO ☐ (2) YES

38. Provide the primary contact or publicized telephone number for information on literacy and referral of clients?

☐ (1) NO ☐ (2) YES

39. Refer requests about literacy services to the appropriate literacy provider?

☐ (1) NO ☐ (2) YES

40. Follow-up on referrals made to other literacy providers?

☐ (1) NO ☐ (2) YES

41. Participate as a member of a literacy coalition?

☐ (1) NO ☐ (2) YES

42. Coordinate the total literacy effort in the state?

☐ (1) NO ☐ (2) YES

43. Consult with other agencies on literacy issues and services?

☐ (1) NO ☐ (2) YES

44. Provide advice and guidance on the use of literacy materials and services?

☐ (1) NO ☐ (2) YES

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LIBRARIES AND LITERACY EDUCATION
STATE LIBRARY AGENCY
QUESTIONNAIRE, p. 9

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

45. If you are not currently involved in literacy, how likely is it that your agency will become involved in literacy activities during the next year?

☐ (1) not likely
☐ (2) possible
☐ (3) very likely

If possible or very likely, what accounts for this?

If possible or very likely, how might you proceed?

☐ (4) N/A: Agency is involved in literacy

46. If you are currently involved in literacy, how likely is it that your agency will increase its involvement in literacy activities?

☐ (1) not likely
☐ (2) possible
☐ (3) very likely

If possible or very likely, what accounts for this?

If possible or very likely, how might you proceed?

☐ (4) N/A: Agency is not currently involved in literacy

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LIBRARIES AND LITERACY EDUCATION
STATE LIBRARY AGENCY
QUESTIONNAIRE, p. 10

Note: Adults sixteen years and over who are not enrolled in secondary school constitute the audience for this service

NOTE: The following identifying information will be used only in case of need to contact the library for further information. It will not be used in the report of results. Records of identifying information will be destroyed when data collection is completed.

Name of person filling out this form ____________________

Title ____________________

Agency ____________________

Address ____________________

____

Zip Code ☐☐☐☐☐

Telephone (in case we need to call for clarification) (____) ____ - ______

APPENDIX D

SITE VISIT INTERVIEW SCHEDULE

LIBRARIES AND LITERACY EDUCATION

DATE: ______________________________

INTERVIEWER: ____ Jane Robbins-Carter

____ Debra Wilcox Johnson

PERSON INTERVIEWED:

____

INTERVIEWEE'S RELATIONSHIP TO LIBRARY LITERACY PROGRAM:

PLACE: ______________________________

City, State Agency

I am going to ask you a variety of questions about what you have observed; what you think; and how you feel about your involvement in the library literacy program here. These questions will be asked in terms of both the historical development of the program and how it presently works. I will be asking questions:

1) about your community in general;
2) about your group's relationship to the library's literacy effort; [non-library agency]

   or

   about the library's relationship to other literacy efforts in the community;
3) about library involvement in the literacy effort;
4) about the people and events associated with the library literacy program; as well as

5) changes brought about by the library literacy efforts; and

6) what has resulted from these changes.

To briefly repeat, I am interested in your observations, your thoughts, and your feelings; all three are equally important to my understanding of the library literacy program.

NOTES:
DK = Don't know
NA = No answer
NOT = Not asked

I. EXTERNAL CONTEXT

A. THE COMMUNITY

Tell me, in relation to the need for literacy programming, about your service community. What are your observations about this community?

PROBES: Commitment to education in community; Title I reading teachers; existence of helping agencies; crisis in past—economic decline, etc. that may have happened when the program began.

1. NOW

Observations:

What are your thoughts/feelings:

II. INTERNAL CONTEXT

A. LIBRARY/LIBRARY AGENCY

Now, focusing on the variety of roles a library can play, such as outreach services, booktalks, or adult programming, what role(s) preceded the library's [library agency's] literacy involvement? What was there about the library [library agency] that aided in the decision to serve traditional non-users, such as non-readers? **PROBES**: Previous special outreach programming; cooperative efforts with agencies; volunteers--degree to which the library is flexible in role definition. Are these still features of the library's services?

1. HISTORICAL DEVELOPMENT

Observations:

What are your thoughts/feelings:

II. INTERNAL CONTEXT

B. RELATIONSHIP TO OTHER LITERACY PROVIDERS

[Library] How do the library's [library agency's] efforts relate to other literacy efforts in the community [state]?

[Non-library organization] How do your literacy efforts relate to the library's [library agency's] literacy efforts?

PROBES: Historically? Changes?

1. NOW

Observations:

What are your thoughts/feelings:

III. ADOPTION DECISION

A. PEOPLE/EVENTS

[Library] When the decision was made by the library [library agency] to participate in literacy efforts, what did you observe about the people and events involved?

[Non-library organization] When the decision was made by your organization to participate in the library literacy program, what did you observe about the people and events involved?

PROBES: Community leaders, new staff members, particular individual; acceptance by library administration, staff, board; represent institution or own interests? Newspaper reports? Attendance at informational or planning meeting? Crisis in the community? New funding available? Documents? Any changes **now** in the people or events that lead to your involvement?

1. HISTORICAL DEVELOPMENT

PEOPLE	EVENTS
Observations:	Observations:

PEOPLE

What are your thoughts:

EVENTS

What are your thoughts:

IV. OUTCOMES/CHANGES

A. DEGREE OF INSTITUTIONALIZATION

To what degree has the literacy program become a basic/central/integral part of the library's [library agency's] services?

PROBES: Part of library's long-range plan; changes in policies or procedures; increased knowledge of staff or awareness; part of library's operating budget?

1. AT FIRST	2. NOW
Observations:	Observations:
What are your thoughts:	What are your thoughts:

IV. OUTCOMES/CHANGES

B. GAINS AND LOSSES—PEOPLE/INSTITUTIONS/COMMUNITY

To what degree have the library literacy efforts brought about advantages or disadvantages for the people involved (adult new learners and staff/volunteers) or institutions involved?

PROBES: Within the library? Within the community? Within the organization? Changes in user perceptions and practice? Other new programs? Public awareness? Evaluation efforts and results? Unanticipated results?

1. NOW

GAINS	LOSSES
Observations:	Observations:
What are your thoughts:	What are your thoughts:

VI. OTHER

Do you have other observations, thoughts, or feelings you would like to share with me regarding the library's literacy program? What do you see for the future?

1. NOW	2. FUTURE
Observations:	Observations:
What are your thoughts:	What are your thoughts:

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